**Social Skills Groups-FOI & Tools**

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| **Social Skills Groups** |
| Small groups of students meet regularly (daily, weekly) with a SSG facilitator in a practice based skill building session to role play activities and practice common skills. To make the SSG successful, there are a three key components: * Establish the Need to Learn the Skill - Ask students why the skill might be important to them, Point out potential consequences of using or not using the skill, Use examples from television, movies, books, etc. in which characters use the skills, Identify situations in which the skill could come in handy for students.
* Identify Skill Components - To help students know what steps and in what order they must perform the behavior in question, analyze the steps of the social skill.
* Model the Skill, Practice the Skill, and Provide Feedback (Call the shots before doing the model & reference a visual anchor while narrating the steps)
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| **Why Does this Intervention Work?** | **Critical Features** |
| Social skills group interventions address three primary objectives: promote skill acquisition, enhance the performance of existing skills, and facilitate the generalization of skills across settings. When students have common lagging skills, their skills can be developed through group learning experiences. Research shows that interventions that were implemented in the child’s typical classroom setting produced higher maintenance effects and higher generalization effects across settings.  | * A consistent location and schedule for training is designated (at a minimum of 1-2 per week.)
* Individual goals around skill acquisition and use
* Through homework/reflection, students monitor their own progress
* Reinforcers are available for students participation in the group, students that demonstrate the target behavior at other times and locations, and students who meet their daily/weekly goal
* Tips sheets are provided for teachers for how to cue/integrate the skills into classes
* Tips sheets are provided for parents for how to cue/integrate the skills into classes
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| **Resources** |
| * Sample SSG Tools:
	+ SSG Planning Checklist
	+ SSG Lesson Planning/Feedback
	+ SSG Teacher Data/Reflection Tool
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**Inventory: Social Skills Group Development Checklist**

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| **Key Components of SSG**  | **Complete**  | **Incomplete**  |
| All team members are aware of effective implementation of SSG |  |  |
| An SSG intervention coordinator is identified  |  |  |
| The SSG facilitator(s) roles and responsibilities are trained |  |  |
| Training for the SSG facilitator is complete |  |  |
| A consistent location, time, and schedule for SSG are identified (the SSG group should meet 1-2 days per week)  |  |  |
| The school name for SSG is created  |  |  |
| Curriculum/lessons are selected based on student behavior needs (based on data)  |  |  |
| SSG meetings have consistent routine and agenda |  |  |
| SSG skills align with the school-wide expectations  |  |  |
| A SSG goal is set for each student |  |  |
| Through homework/reflection, students monitor their own progress  |  |  |
| Teachers reflect on the progress of students in SSG weekly |  |  |
| Reinforcers are available for students participation in the group, students that demonstrate the target behavior at other times and locations, and students who meet their daily/weekly goal  |  |  |
| Tips sheets are provided for teachers for how to cue/integrate the skills into classes with specific examples and non-examples of the expected skill  |  |  |
| Tips sheets are provided for parents for how to cue/integrate the skills at home with specific examples and non-examples of the expected skill |  |  |
| A plan for introducing students to the SSG program is complete  |  |  |
| A plan for introducing parents to the SSG program is complete |  |  |
| Student data is tracked on a weekly basis and rolled up to grade level teams to monitor progress |  |  |

**Lesson Planning Quick Feedback – SSG**

Use the list below to ensure the key components of SSG are included in each lesson.

**The lesson:**

* Describes activities for practicing previously mastered skills
* Introduces a new skill
* Defines the skill and key vocabulary (scholar friendly language)
* Explains why the skill is important
* Identifies steps for using the skill
* Gives opportunity for students to repeat the skills
* Provides examples and non-examples of the skill
* Includes a modeling activity
* Includes role play activities
* Includes times for goal setting
* Assigns explicit homework
* Creates materials that can be used to communicate the skills and steps that students are working on to teachers and parents so that adults can prompt, cue, and recognize students for using new skills

**SSG Teacher Data Capture/Reflection**

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| **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**This scholar is participating in our Social Skills Group. The targeted social skills are listed below. Using the criteria provided, rate the student’s use of the individual skills each day. On Friday, please put this form in Ms. Awesome’s mailbox. **3 = Displayed Consistently** **2= Displayed Periodically/Inconsistently** **1= Did not Display**

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|  | **Targeted Skill** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday**  | **Comments**  |
| **Be Respectful**  | Taking Turns in Conversations |  |  |  |  |  |  |
| Getting Along with Others |  |  |  |  |  |
| Making Compromises |  |  |  |  |  |
| **Be Responsible** | Staying Calm when Receiving Feedback  |  |  |  |  |  |
| Following Directions  |  |  |  |  |  |
|  | Total Daily Points:  |  |  |  |  |  | Total Points for Week:  |
|  | Total Daily Points Possible:  |  |  |  |  |  | Points Possible for Week:  |
| **Week’s Percentage of Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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