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The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP’s mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.



The SERVE Center at The University of North Carolina Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.



The University of North Carolina Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a “research university with high research activity” and for “community engagement” in curriculum, outreach, and partnerships.

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Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact service delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address attendance, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

CISNC uses the Response to Intervention (RTI) framework as the basis for its practices. RTI is a multitiered framework of academic and behavioral interventions that require school staff to make instructional decisions based on data. This document focuses on a Tier 2 strategy. Tier 2 strategies typically focus on students who have not responded to Tier 1 supports and includes supplemental instruction and interventions that are periodically monitored to ensure students are responding to the supports. Tier 2 supports are targeted, structured, explicit and can take place in small groups or general education classrooms.

CISNC calls for the use of evidence-based interventions versus generally researched practices. The National Center on Response to Intervention (NCRTI) defines evidence-based interventions as:

... an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention.

Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention (Center on Response to Intervention [Center on RTI] at American Institutes for Research and the National Center on Intensive Intervention (NCII), 2014, p. 4).

A research based curricula “may” incorporate strategies that have been generally researched, but not studied using a rigorous research design. The following suggestion is based on interventions that have been studied using a scientific, rigorous research design. When incorporated with fidelity and as part of a systematic process, students should positively respond to these strategies.

This document is written to provide schools with behavior management strategies based on the best evidence from prior research and recent evaluations in elementary schools. In the context of our review, we propose two strategies designed to assist students that are experiencing behavioral challenges:

- Behavior Contracts
- Social Skills Training Class/Seminar

This document will focus on one easy to implement strategy for using Social Skills Training as a Tier 2 intervention.

Problem/Rationale

Implicit in the ABC+P framework is the focus on behavioral issues and how one area of the framework impacts another. Many behavior problems are social skills problems which, over time, become intertwined with the students’ academic trajectory. Students’ inability to control their behavior can isolate them from their peers, disrupt the class, and limit their ability to advance in various settings. Frank Gresham (2015) states, “Research demonstrates that students who have positive social interactions and relationships with their peers are more academically engaged and have higher levels of academic achievement (p. 101).” Furthermore, addressing behavioral challenges can have a positive impact not only on student behavior, but also their academic achievement.

One strategy to address behavioral challenges is teaching students social skills. In an IES practice guide, *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide*, Epstein et. al. (2008) state that there is strong evidence that explicitly teaching behavioral skills can reduce inappropriate behaviors. While some social skills interventions can be addressed schoolwide/classwide (Fairbanks, Simonsen & Sugai, 2008; Simonsen et. al., 2012), other situations call for small group and individualized instruction.



Purpose

While there are several curricula that can be purchased, it is important to tailor the curriculum to your school environment. Patterson et al. (2006) state, “SST can be implemented with a published curriculum or by making appropriate modifications to present classroom practices that are anchored in various conceptual frameworks.” Sugai and Lewis (1996) provide an 8-step framework for creating your own curriculum. The eight major components include: name of skills, critical rule being taught, description of skill and skill components, model/demonstration, role play/behavioral rehearsal, review, test, and homework assignment. This document includes two examples of mini-lessons using this framework. In addition, Holder et al. (2008) state that this type of training does not happen in isolation, but with a combination of strategies from Character Education, Positive Behavior Support (PBIS), Social and Emotional Learning, and Response to Intervention. In addition to teaching students social skills, incorporate other behavior modification strategies and monitor students’ ability to apply this knowledge in various settings.

Implementation Plan

Uses

Student Support Specialists can use the information provided in this guide to develop and implement a Social Skills Seminar for students in grades 3-5.

Audiences

The primary audience is the CISNC Student Support Specialist.

Materials/Equipment/Space

- Classroom space for a small group
- Student records

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

Social Skills Seminar should take place at least 30 minutes per week for six to nine weeks (one quarter). It should also be scheduled early in the day so that the students are attentive.

Sample Intervention – Social Skills Training

Activity	Process Notes
Identify students with the Student Support Team.	<p><i>The Student Support Team reviews the data to determine which students should receive social skills training and the Student Support Specialist provides the instruction.</i></p> <p><i>Some data sources include: teacher referrals, visits to the Principal's/Assistant Principal's office, other discipline referrals, etc.</i></p>
Prior to finalizing your seminar.	<p><i>Prior to you finalizing the curriculum, you will need to assess who needs instruction and what you need to teach. In addition, you will need to build a monitoring component into your weekly lessons so that you can determine if students are adequately progressing.</i></p> <p><i>In order to determine the specific skills you will address, some types of assessments to consider include: rating scales, tests, interviews or direct observations.</i></p> <p><i>For example, the majority of problem behaviors may be occurring at the end of the class periods (during the last 10 minutes). Therefore, some explicit routines may need to be taught to students.</i></p> <p><i>Address those skills that emerge from your assessment.</i></p> <p><i>Other tasks:</i></p> <ul style="list-style-type: none"> - <i>Prepare a “nomination” letter for teachers describing your club and asking them for the names of students who might benefit from the club.</i> - <i>Prepare a letter for parents describing the club and confirming their student’s participation.</i>
<p>Introduction to Social Skills Seminar (may want to call it something else).</p> <ul style="list-style-type: none"> - Explain to students that they will become Social Skills Experts and it will be their responsibility to share what they have learned with their classmates. - Define social skills. - State why social skills are important. - Ask students to list social skills they want to learn about. 	<p><i>What are social skills?</i></p> <ul style="list-style-type: none"> - <i>You may want to use the definitions for “social competence” and “social skills” in the Timothy Lewis presentation on the U.S. Department of Education, Office of Special Education Programs, PBIS Technical Assistance Center</i> <i>website: https://www.pbis.org/resource/679/implementing-effective-social-skill-instruction-across-the-continuum-of-sw-pbis-supports-chicago-forum-07</i> <p><i>Why are they important in academic and non-academic settings?</i></p> <ul style="list-style-type: none"> - <i>In a Social Skill Instruction document, U.S. OSEP (n.d.) states, “The ability of children to interact effectively with peers, teachers, and families is crucial to their social-behavioral development and adjustment at school. Further, poor social-behavioral skills correlate highly with children’s low academic achievement, especially their reading ability. Children with antisocial behavior patterns are at early risk of poor adjustment to school.”</i> - <i>You may want to use rationale described in the Teri Lewis-Palmer presentation on the U.S. Department of Education, Office of Special Education Programs, PBIS Technical Assistance Center</i> <i>website: https://www.pbis.org/resource/112/embedding-social-skills-instruction-throughout-the-day-oregon-positive-behavior-support-training</i>



Activity: Sharing with Others/Cooperation Skills	Process Notes
Set up lesson. Define sharing.	<p><i>Ask students:</i></p> <ul style="list-style-type: none"> - <i>Have you ever had to share something?</i> - <i>What did you have to share?</i> - <i>Was it hard to share it? If yes, what was hard about sharing?</i> - <i>What does sharing mean?</i> <p><i>Give students an opportunity to answer.</i></p> <p><i>Say: The Merriam-Webster dictionary states that sharing is to have or use (something) with others. It can also mean to divide (something) into parts and each person take or use a part. Or, it can also mean to let someone else have or use a part of (something that belongs to you).</i></p>
Critical rule being taught.	<p><i>Sharing is important—it builds friendships and makes it easier to work with others.</i></p> <p><i>Our behavior affects others as well as ourselves.</i></p>
Describe skill.	<p><i>When we think of school.</i></p> <p><i>Sharing would mean dividing something you have with others or letting someone use something that belongs to you.</i></p>
Model/demonstrate the skill.	<p><i>Read “It’s Mine!” By Leo Lionni</i></p> <p><i>Amazon describes the book, “Three selfish frogs live together on an island in the middle of Rainbow Pond. All day long they bicker: It’s mine! It’s mine! It’s mine! But a bad storm and a big brown toad help them realize that sharing is much more fun. With characteristic clarity, simplicity and exuberance, Leo Lionni makes it possible for kids to see themselves through the antics of others who share our world.”</i></p>
Role play.	<ul style="list-style-type: none"> - <i>Ask two students to volunteer.</i> - <i>Describe the context—The “play” takes place in a classroom. The teacher has given an assignment to draw your favorite part of “It’s Mine”. One student wants a green crayon, but does not have one in their box. This student asks another if she can borrow their crayon and the student says no.</i> - <i>Ask students: Is saying “no” the right thing to do?</i> <p><i>You can either write a script for the students to act out or ask them to act out the scenario you just described.</i></p> <p><i>Have the students act out the play again with the correct response (share the crayon).</i></p>
Review.	<ul style="list-style-type: none"> - <i>Ask students to think about how they can share at school.</i> - <i>Ask students to think about how they can share at home.</i> - <i>Ask students to draw one of the recommendations they came up with.</i>
Homework.	<p><i>Ask students to keep track of how many times they shared at school.</i></p>

TIER 2: ELEMENTARY SCHOOL SOCIAL SKILLS TRAINING

Activity: Using Self-Control/Self-Control Skills	Process Notes
Welcome.	<i>Recap the skill learned during the last session and ask if anyone wants to share how they practiced the skill.</i>
Describe skill and its components.	<p><i>Introduce the concept of self-control: Some think of it as willpower, but it is about being able to regulate yourself (Dewar, 2014). Retrieve from www.parentingscience.com/teaching-self-control.html)</i></p> <p><i>Ask your students:</i></p> <ul style="list-style-type: none"> - <i>What do you do when you are distracted?</i> - <i>Are you able to manage your emotions?</i> <p><i>Say: Thanks for sharing those examples. Sometimes, we have trouble regulating ourselves and today we are going to discuss some ways that we can meet that challenge.</i></p>
Model/demonstrate the skill.	<ul style="list-style-type: none"> - <i>Take a breath and count to 10.</i> - <i>Think about your choices and their consequences:</i> <ul style="list-style-type: none"> • <i>Walk away.</i> • <i>Use an "I" statement.</i> • <i>Get an adult to help.</i> - <i>Decide on your best choice and do it!</i>
Option 1. Play a game.	<p><i>"Red Light, Green light"</i></p> <ul style="list-style-type: none"> - <i>Play it the regular way at first and then change it to Red Light for go and Green light for stop.</i> - <i>Play a few rounds and then ask the students if they struggled with the game and why.</i> - <i>The change requires that the student inhibit their impulses and practice self-regulation.</i> - <i>Ask students:</i> <ul style="list-style-type: none"> • <i>What do you think about before you act?</i> • <i>What do you think adults mean when they say "play by the rules?"</i> • <i>What are some ways that we can try to "play by the rules?"</i> <p><i>This game is based on the research article/resource below:</i> <i>Tominey, S. L., & McClelland, M. M. (2011). Red light, purple light: Findings from a randomized trial using circle time games to improve behavioral self-regulation in preschool. Early Education and Development, 22(3), 489-519.</i></p> <p><i>Dewar, G. (2014). Teaching self-control: Evidence-based tips. Retrieved from http://www.parentingscience.com/teaching-self-control.html</i></p>
Option 2. Role play.	<i>Role-play using self-control in disruptive situations.</i>
Review.	<p><i>Discuss when and where self-control is important at school.</i></p> <p><i>Remind the students that there will not always be someone there to monitor their behavior and they have to take responsibility for their actions.</i></p>



Activity: Using Self-Control/Self-Control Skills	Process Notes																																										
Homework.	<p>1. Observe how students or adults use self-control during the week.</p> <ul style="list-style-type: none"> • Make a list of some of the alternative strategies you saw being used. <p>2. Complete your self-monitoring form. The tool provides the students with a quick tool to assess their day and whether or not they implemented the social skill. You can do a tool with emojis or something more basic for this grade level.</p> <p>Example of a Self-Monitoring Tool</p> <table border="1" data-bbox="576 541 1404 898"> <tr> <td colspan="7">Name: _____</td> </tr> <tr> <td colspan="7">Week of: _____</td> </tr> <tr> <td colspan="7">How well did I do using “self-control?”</td> </tr> <tr> <td colspan="7">E = Excellent G = Good F = Fair P = Poor</td> </tr> <tr> <th>Sun</th> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Name: _____							Week of: _____							How well did I do using “self-control?”							E = Excellent G = Good F = Fair P = Poor							Sun	Mon	Tues	Wed	Thurs	Fri	Sat							
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Preview what you will cover during the next session.	Next week we will _____.																																										
Monitoring. (See Targeted Intervention Management Module)	<ul style="list-style-type: none"> - Monitoring is an ongoing process. - Remember, the goal of providing Tier Two interventions and supports is to provide the appropriate interventions and supports to those students identified as needing additional supports so that they can be successful in school and life. <p>Prior to your close out meeting, review your documentation and make some notes about the next steps. Is the student ready to transition from Tier Two to Tier One? Is the student in need of more individualized plans and should be placed in Tier Three?</p>																																										

Suggested Supplemental Activities

Other common social skills that can be taught include: exercising patience, showing respect, listening, being prepared, helping others, requesting help and accepting differences (DWW, Planning Together: Aligning Classroom Rules with Positive Behavior Skills, <http://dwwlibrary.wested.org/media/planning-together-aligning-classroom-rules-with-po>)

As you continue to develop and refine your lesson plans, please take a look at the Simonsen et al. (2012) article; in particular, they include a lesson plan template (p. 262) that may be useful.





Resources

The following resources are identified as part of the activity. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

Social Skills Training Programs

“Stop and Think” Social Skills Program (part of Project ACHIEVE) <http://projectachieve.info/stop-think/social-skills-program.html>
The PREPARE Curriculum: Goldstein, A. P. (1999). *The Prepare Curriculum: Teaching prosocial competencies. (Rev. ed.)* Champaign, IL, US: Research Press
<https://www.researchpress.com/books/818/prepare-curriculum>
McGinness, E. & Goldstein, A. P. (1997). *Skillstreaming the elementary school child.* Champaign, IL: Research Press.

The following resources will provide additional information and suggestions for enhancing activities related to social skill development.

Brady, M. E., Leffert, J. S., Siperstein, G. N., & Hudson, L. (2007).

Social skills tools for teachers. Retrieve from the University of Massachusetts Boston, Center for Social Development and Education Web site:
www.csde.umb.edu/ToolsforTeachers.php

Richardson, J. (2014). *Social Stories™ - The "who, what, how and whys."*

Presentation at the NCDPI 64th Conference on Exceptional Children. <http://ec.ncpublicschools.gov/conferences-profdev/annual-conference/2014/materials/94.pdf>

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Measuring Success

Identifying outcomes and collecting data to measure the success of the intervention can help track the quality of implementation as well as the effectiveness of the intervention. In addition to state/district benchmark assessments, following are some additional suggestions that may be useful to measure success.

- Social Skills Improvement System – Rating Scales (SSIS-RS)—Gresham & Elliott, 2008.
 - Used to identify social skills acquisition and performance deficits.
 - 46 social skills across seven domains (cooperation, communication, assertion, responsibility, empathy, engagement & self-control).
 - 4-point frequency scale of never, seldom, often and almost always.
- Decrease in discipline referrals.
- Decrease in days suspended.
- Ratings by others.
 - Classroom teacher survey.
 - Ask about the changes in the participating student’s behavior.
 - Ask about the social skills observed.
 - Parent survey.
 - Ask about changes in child’s academic competence.
 - Ask about any behavior changes since the child started participation in the seminar.
- Self-ratings.
 - Student survey.
 - Ask about the utility of the seminar.
 - Ask about any changes in their behavior.



Appendices

A. References

B. Research Alignment

Appendix A: References

- Center on Response to Intervention (Center on RTI) at American Institutes for Research and the National Center on Intensive Intervention (NCII), (March 2014). *RTI glossary of terms*. Center on RTI and NCII: Washington, DC.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing behavior problems in the elementary school classroom: A practice guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>
- Fairbanks, S., Simonsen, B., & Sugai, G. (2008). Classwide secondary and tertiary tier practices and systems. *Teaching Exceptional Children*, 40(6), 44-52.
- Fuller, M., Lewis, T. J., & Sugai, G. (1995). *Social skills instruction in schools: A survey of teachers in Oregon public schools (Behavior Disorders Research Report No. 4)*. Eugene: University of Oregon, Behavior Disorders Program.
- Gresham, F. (2015). Evidence-based social skills interventions for students at risk for EBD. *Remedial and Special Education*, 36(2), 100-104.
- Gresham, F. M., & Elliott, S. N. (1990). *Social skills rating system*. Circle Pines, MN: American Guidance Service.
- Gresham, F. M., & Elliott, S. N. (2008). *Social skills improvement system-rating scales*. Minneapolis, MN: Pearson Assessments.
- Holder, C., Whetstone, P., & Sheinker, J. (2008). When research meets practice: Using metacognitive strategies to teach social skills. *International Journal of Learning*, 15(8), 205-212.
- Patterson, D. S., Jolivette, K., & Crosby, S. (2006). Social skills training for students who demonstrate poor self-control. *Beyond Behavior*, 15(3), 23-27.
- Simonsen, B., Myers, D., Everett, S., Sugai, G., Spencer, R., & LaBreck, C. (2012). Explicitly teaching social skills schoolwide: Using a matrix to guide instruction. *Intervention in School And Clinic*, 47(5), 259-266.
- Sugai, G., & Lewis, T. J. (1996). Preferred and promising practices for social skills instruction. *Focus On Exceptional Children*, 29(4), 11.

Tominey, S. L., & McClelland, M. M. (2011). Red light, purple light: Findings from a randomized trial using circle time games to improve behavioral self-regulation in preschool. *Early Education and Development, 22*(3), 489-519.

Wentzel, K. (2009). Peers and academic functioning at school. In K. Rubin, W. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 531-547). New York, NY: Guilford Press.

Whitehurst, G. J. (2004, April). *Making education evidence-based: Premises, principles, pragmatics, and politics*. Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from <http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf>



Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Cheney, D. A., Stage, S. A., Hawken, L. S., Lynass, L., Mielenz, C., & Waugh, M. (2009). A 2-year outcome study of the check, connect, and expect intervention for students at risk for severe behavior problems. <i>Journal of Emotional and Behavioral Disorders, 17</i>(4), 226-243.</p>	<p>This study combined the primary features from both the C&C and BEP (Behavior Education Program) programs to assess the efficacy of the <i>Check, Connect, and Expect (CCE)</i> program on reducing problem behaviors and increasing social skills and academic performance of students with severe behavior problems.</p> <p>The primary features from C&C and the BEP used in the CCE intervention include the following: students checking in and out daily with adult mentors, students receiving</p>	<p>Nine schools were assigned to each condition, intervention and comparison. The final sample of students included 121 1st - 3rd grade students in the intervention group and 86 comparison students.</p>	<p>Analysis of the SSRS Social Skills Scale showed the graduate group finished the study about eight standard score points below the comparison group, and the non-graduate group finished the study about four standard score points above the comparison group. The statistical analysis of slope shows that the graduate group significantly decreased in their problem behavior across the study compared with both the comparison and non-graduate groups.</p> <p>By the end of the intervention, the graduate group still maintained higher social skills than the comparison group with the non-graduate group showing the lowest social skills.</p> <p>Taking the results for both the Externalizing and Internalizing Problem Behavior Scales</p>	<p>All students entered the CCE program as the basic level. In the Basic program, coaches checked-in students in the morning and checked-out students at dismissal. Coaches used a consistent routine during check-in and check-out. Success in the CCE Basic level was defined as the student earning more than 75% of possible points on more than 80% of days across an 8-week period.</p> <p>When students were successful at the Basic level, they entered Self-Monitoring. At this level, students rated their own behavior on the DPR and compared it with teacher ratings. With partial agreement on 10 out of 15 days, the student transitioned to Self-Monitoring only, in which the student independently rated himself on the DPR for a 2-week period.</p>



TIER 2: ELEMENTARY SCHOOL SOCIAL SKILLS TRAINING

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>DPRs from mentors, teachers providing behavioral feedback to students throughout the day on DPRs, mentors holding problem-solving sessions with students when they did not meet daily goals, students receiving feedback from mentors at check-out about whether daily behavior goals were met, mentors charting and reviewing DPR data weekly, and mentors using charted data to reinforce students when they met daily and weekly goals. Five levels were established in the intervention to</p>		<p>together, the graduate group showed statistically significant lower externalizing and internalizing problem behavior scores at the end of the intervention as well as significant decreases over the intervention.</p>	<p>After meeting the Self-Monitoring criteria for at least 4 weeks, the student graduated. If students were not successful in Self-Monitoring, they returned to the Basic level for 4 weeks with an emphasis on understanding the teacher's scores to prepare them for Self-Monitoring.</p> <p>The Basic Plus level was for students that received additional services if they did not succeed at the Basic level when data were reviewed after the first 8 weeks. The coach provided tutoring for academic work completion when DPR data suggested that academic task completion was difficult and social skill instruction was provided from <i>The Stop and Think Social Skills Program</i>. The Basic Plus level lasted 8 weeks and those students who successfully met their criteria on 80% of the days returned to the Basic level.</p>

TIER 2: ELEMENTARY SCHOOL SOCIAL SKILLS TRAINING



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>monitor progress over time: basic, basic plus, intensive, self-monitoring and graduate.</p> <p>Students were identified using the Systematic Screening for Behavior Disorders (SSBD). It is an instrument that allows teachers to nominate students who may be at risk for serious social, behavioral, or academic failure.</p>			<p>Intensive: students who still did not meet their criterion on 80% of days after 8 weeks of Basic and then 8 weeks of Basic Plus were eligible for a functionally based behavior intervention using a multi-method multi-source procedure. The FBA procedure required a teacher interview using the <i>Functional Assessment Checklist for Teachers and Staff</i>, a student interview using the <i>Student Directed Functional Assessment Interview</i>, and five behavioral observations using conditional probabilities to see whether teacher attention, peer attention, or avoidance reliably followed the student’s inappropriate behavior. One of three scripted interventions was used as a result: differential reinforcement when the function was teacher attention, differential reinforcement for appropriate behavior using free time after completing work tasks if the function was escape or the</p>



TIER 2: ELEMENTARY SCHOOL SOCIAL SKILLS TRAINING

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				<p><i>Good Behavior Game</i> if the function of the inappropriate behavior was peer attention.</p> <p>Graduates and non-graduates: after meeting the Self-Monitoring criteria for at least 4 weeks, students graduated from the program. After graduation, students were provided with feedback on their behavior on a monthly basis for the duration of the school year, and the coach informally interacted with the students at least weekly. Non-graduates were those students enrolled in the program who did not meet criteria at the Basic level in order to move on to the Self-Monitoring level or who were not successful at the Self-Monitoring level. Also, students who were not successful in Basic Plus and moved on to the Intensive level were considered non-graduates.</p>

TIER 2: ELEMENTARY SCHOOL SOCIAL SKILLS TRAINING



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Gresham, F. M., Van, M., & Cook, C. R. (2006). Social skills training for teaching replacement behaviors: Remediating acquisition deficits in at-risk students. <i>Behavioral Disorders, 31</i>(4), 363-377.</p>	<p>The purpose of the present study was to assess the effectiveness of a social skills intervention on a targeted group of students with social skill acquisition deficits.</p> <p>The participants selected were between the age of 6 and 8 years of age and were at risk for developing emotional and behavioral disorders.</p> <p>The design for each student was an ABAB, two baseline and two treatment condition design.</p>	<p>Four students.</p>	<p>Outcome measures: Total Disruptive Behavior (TDB), Alone time (AT), and Negative social interaction (NSI).</p> <p>For Kev, SST was highly effective for TDB and NSI. It was moderately effective for AT.</p> <p>For Laurie, SST was effective for TDB and AT. It was less effective on NSI for her.</p> <p>For Debbie, SST was effective for NSI and moderately effective for TDB. It was less effective on AT for her.</p> <p>For Nate, SST was highly effective for TDB and AT. It was moderately effective for NSI.</p> <p>Combined, the group’s total social skills score increased from 78.25 pretest to 101.25 posttest. Total problem behaviors decreased from 124 pretest to 102.75 posttest.</p>	<p>Students received 60 hours of social skills training for 20 weeks (3 hours per week) using the Social Skills Intervention Guide (SSIG). The guide called for modeling, coaching, and behavioral rehearsals to remediate social skills acquisition deficits. Instruction was delivered in a small-group pullout setting. In addition to instruction, consultation and recommendations were provided to the students’ teachers and parents.</p> <p>Four basic instructional variables were used to remediate students’ acquisition deficits in the small group setting: direct instruction, rehearsal, feedback/reinforcement, and reductive procedures.</p> <p>Verbal instruction involves using concrete and abstract concepts to teach social skills while modeled instruction</p>

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				<p>delivers instruction visually to the learner so that he can learn how to combine and sequence the behavioral components of a given social skill. Rehearsal involves the repeated practice of a social skill once it has been learned and feedback/reinforcement procedures were used to enhance students' performances of acquired social skills.</p>
<p>Hawken, L. S., MacLeod, K. S., & Rawlings, L. (2007). Effects of the behavior education program (BEP) on office discipline referrals of elementary school children. <i>Journal of Positive Behavior Interventions</i>, 9(2), 94-101.</p>	<p>The purpose of this study was to evaluate the effects of the BEP on problem behavior with 12 elementary school students.</p> <p>The Behavior Education Program (BEP) is a modified check-in, check-out intervention implemented with students who are at-risk for more severe</p>	<p>12 students.</p>	<p>The primary dependent variables with the total number of office discipline referrals (ODRs) per group of three students per month.</p> <p>The BEP intervention was associated with reductions in the average total ODRs per month across all four groups. The BEP phase for Group 1 documents an average total of 3.67 ODRs per month, which represents a 51% reduction from baseline. Groups 2 and 3 averaged 1.75 and 2.67</p>	<p>Students who entered the BEP within 1 month of each other were grouped together for a total of four groups, with three students in each group.</p> <p>During baseline, typical school-wide behavior support procedures were in place for all students, including those participating in this study. The total number of ODRs per month was summed for each group of three students.</p>

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	<p>problem behaviors.</p> <p>The students exhibited a number of problem behaviors, including talking out; making inappropriate comments; failing to complete work; and failing to keep hands, feet, and objects to self.</p>		<p>total ODRs per month, respectively, following implementation of the BEP. These levels represent 46% and 36% reductions from baseline means. Group 4 demonstrated the smallest change from baseline with an average total of 1.5 ODRs per month, which represents a 25% reduction from baseline mean.</p> <p>Of the 12 students who received the intervention, 9 (75%) showed reductions in average referrals per month and this change was statistically significant.</p>	<p>The BEP process involved the following five elements: First, students were required to “check in” with a paraprofessional before school. The paraprofessional provided the student with a Daily Progress Report (DPR) form that was carried to class for feedback throughout the day. Second, during natural transitions in the school day teachers would provide students with feedback on their DPRs. Third, at the end of the school day, students took the DPR to the paraprofessional to check out. Student percentage of points for the day was calculated, and students received praise and rewards if they met their daily point goal. For all students in this study, 80% of the total points earned was their daily point goal. Fourth, students then took their DPR home to be signed by a parent/guardian, and fifth, the Daily Progress Report was signed by a parent and</p>

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<p>Miller, L. M., Dufrene, B. A., Sterling, H. E., Olmi, D. J., & Bachmayer, E. (2015). The Effects of Check-In/Check-Out on Problem Behavior and Academic Engagement in Elementary School Students. <i>Journal Of Positive Behavior Interventions</i>, 17(1), 28-38.</p>	<p>This study evaluated the effectiveness of Check-in/Check-out (CICO) for improving behavioral performance for three students referred for Tier 2 behavioral supports.</p> <p>Participants were three African American elementary students who exhibited disruptive behavior despite exposure to Tier 1 of SWPBIS.</p> <p>Students had a CICO mentor who participated in the study. To be chosen, mentors had to be nominated by the student, be available</p>	<p>Three students.</p>	<p>The dependent variable was problem behavior, characterized as being off task, talking out, being out of their seat, having negative peer interactions and low academic engagement.</p> <p>During CICO, Connor and Oliver’s problem behavior decreased and their academic engagement increased, remaining stable throughout the phase. Susan’s initial levels of problem behavior and academic engagement were similar to baseline; however, she displayed a substantial decrease in problem behavior and increase in academic engagement on the fourth day of CICO, which remained stable over the rest of the phase.</p> <p>During withdrawal, all participants’ problem behavior and academic engagement returned to levels similar to</p>	<p>returned the next morning.</p> <p>In baseline, dependent measures were evaluated in the absence of CICO and without students’ knowledge. Daily direct observations were conducted in the class identified as most problematic and teachers completed the DBRCs throughout the day.</p> <p>Check-in: each morning, the student checked in with the CICO mentor who greeted the student and collected the previous day’s DBRC; checked the DBRC for parent/guardian signature; praised the student for returning the DBRC; asked whether the student had materials for class; reviewed the point goal and student performance from the previous day; provided encouragement and suggestions on how to meet the goal; gave the student a new DBRC; and recorded the date, if</p>

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	<p>to implement check-ins and checkouts, and consent to participate. The students' other teachers also participated in the intervention, providing behavioral feedback and completing DBRCs.</p>		<p>baseline. When CICO was reinstated, Connor and Susan displayed immediate decreases in problem behavior and increases in academic engagement, which were maintained throughout the phase. For Oliver, when CICO was re-implemented, display of problem behavior and academic engagement were initially similar to levels observed during withdrawal. However, he displayed a marked decrease in problem behavior and increase in appropriate behavior on the third day and improvements maintained for the remaining nine sessions.</p>	<p>student attended check-in, if the previous DBRC was signed, and the point goal on a student record form.</p> <p>Check-out: at the end of each day, the student checked out with the CICO mentor who collected the DBRC and provided praise for appropriate behaviors, provided constructive feedback for areas in need of improvement, calculated percentage of points earned, determined whether the point goal had been met, allowed the student to choose a reward if point goal was met, made a copy of the DBRC to send home for signature, and noted whether the DBRC was sent home on a student record form.</p> <p>Withdrawal: during withdrawal, observations and teacher ratings occurred in the same manner as baseline. Students were told that they were "taking a break" and no longer needed to carry the</p>

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				<p>DBRC or check-in. Students did not receive feedback or have opportunities to earn rewards.</p> <p>Return to intervention: when re-implemented, CICO was conducted as it was in the initial B phase. Data collection procedures were also identical to the initial B phase.</p> <p>Mystery Motivator: when a stable or decreasing trend in problem behavior was observed in the return to intervention phase, MM was introduced. During MM, if a student met the point goal, the CICO mentor presented him with an envelope containing slips of paper marked with an “M” indicating a reward, or an “X” indicating no reward. When a stable or decreasing trend in problem behavior was observed during MM, self-monitoring was introduced.</p>

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				<p>Self-monitoring: during self-monitoring, students continued to attend check-ins and check-outs and teachers completed DBRCs in the same manner as during baseline and withdrawal phases, but students did not receive teacher feedback and completed DBRCs themselves.</p>

