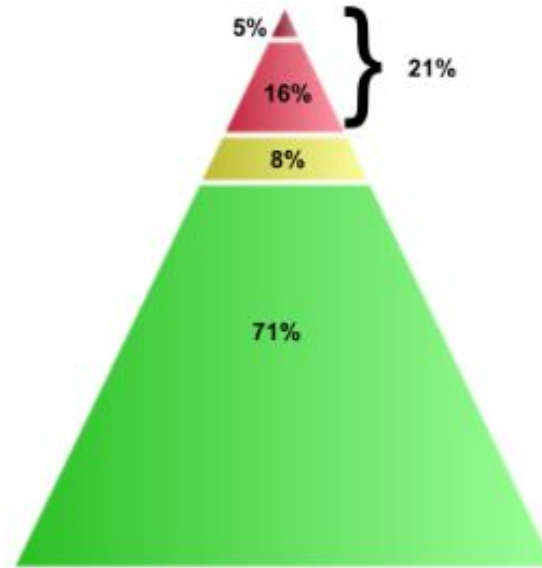# Social Skills Groups

Social Skills and Self-Regulation in Early Elementary

BEST/MTSS Summer Institute 2019
Judy Houde Hardy, MEd.

# PBIS Targeted Plus and Intensive level interventions



5%

21%

16%

8%

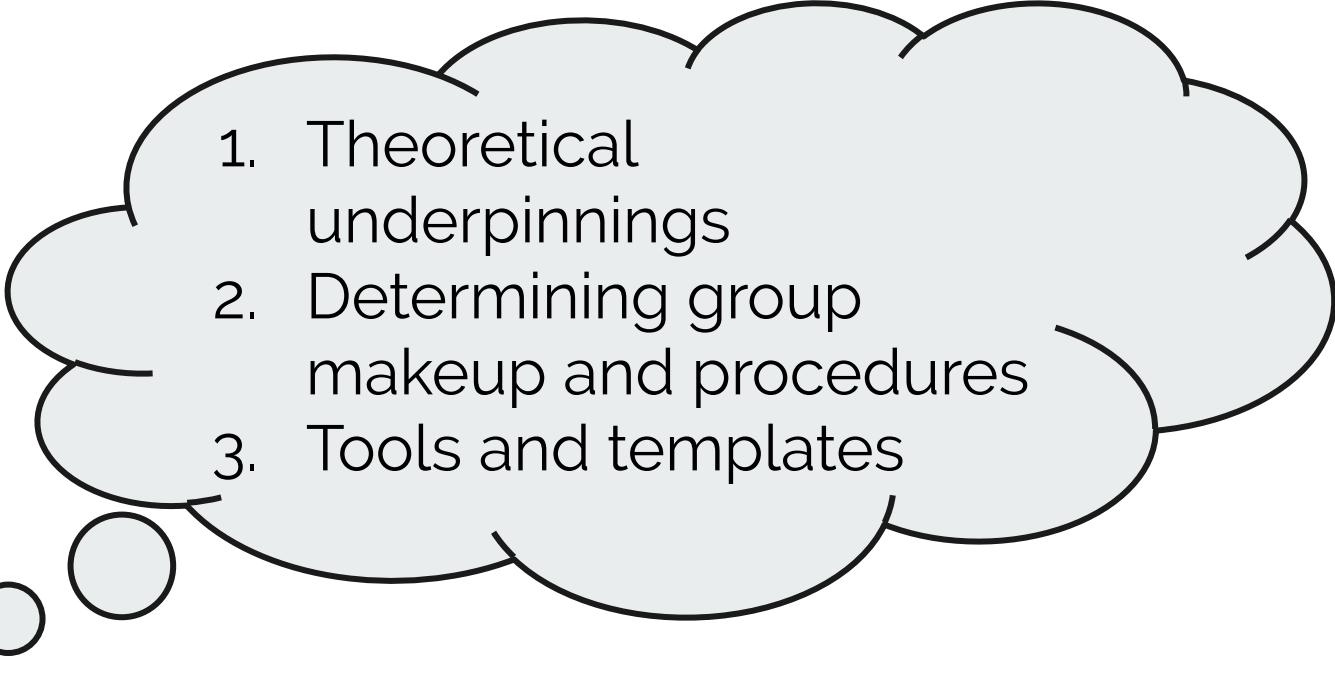71%

August 2018 - June 2019

# What's in a Social Skills group?

- Highly structured opportunities for success
- Real-time social skills  instruction
- Friendship and peer support
- Personal goal setting
- Building  toolboxes for self-regulation
- Problem Solving
- Positive reinforcement and celebration for risk taking
- Social scripting
- Building empathy for others
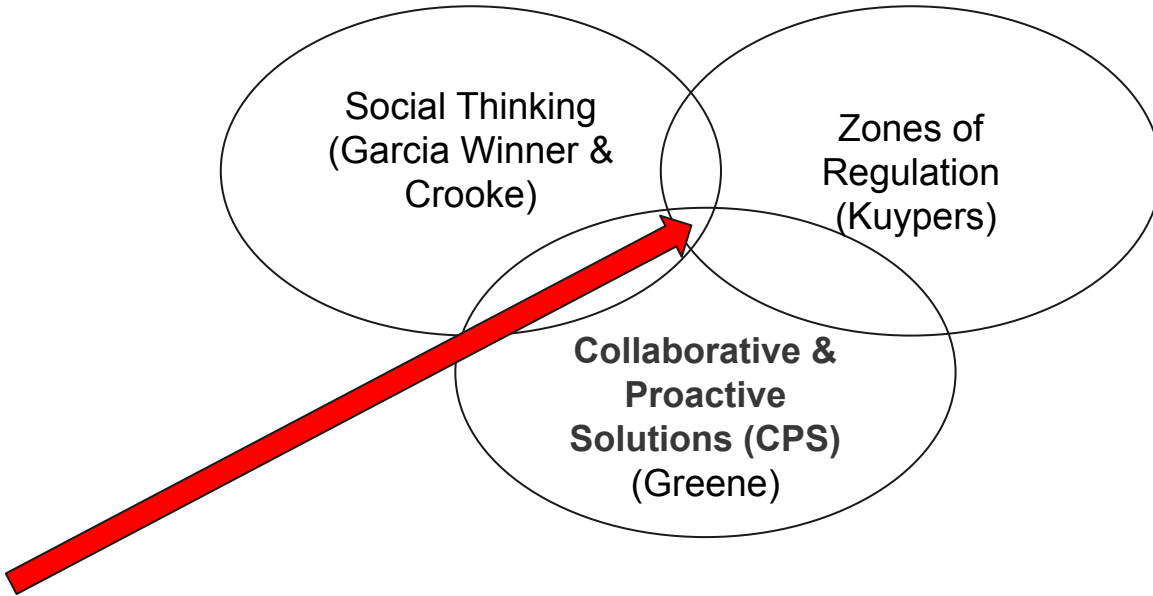- Opportunities for leadership

# Our Group Plan this morning:

1. Theoretical underpinnings
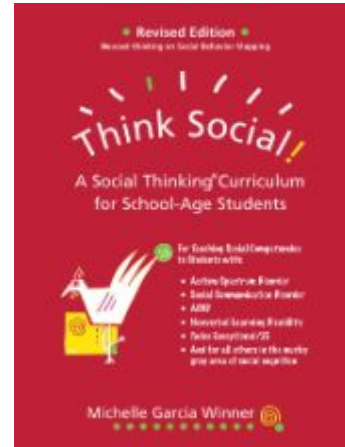2. Determining group makeup and procedures
3. Tools and templates

# 3 important pillars:

Social Thinking (Garcia Winner & Crooke)

Zones of Regulation (Kuypers)

**Collaborative & Proactive Solutions (CPS)** (Greene)

# Social Thinking

## [www.socialthinking.com](www.socialthinking.com)

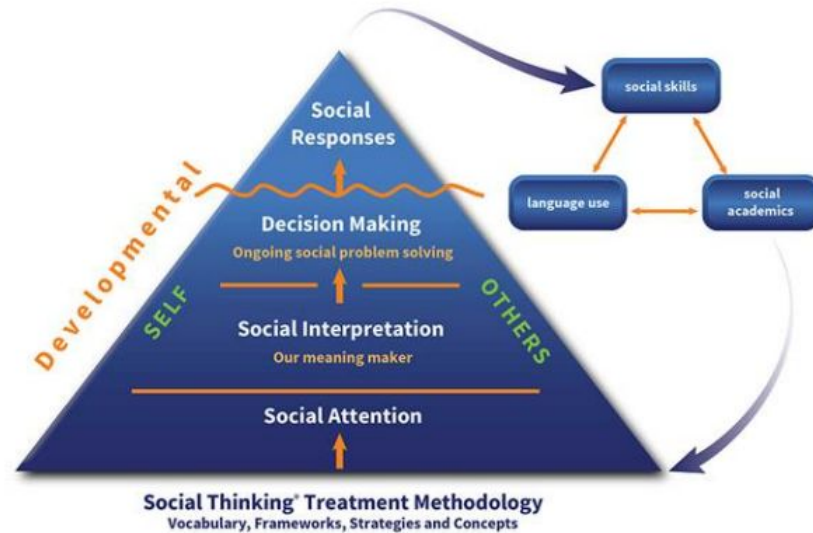**The Social Thinking curricula and tools build social competencies to develop social thinking and social skills.**

# Social Competencies

1. Social Attention
2. Social Interpretation
3. Decision Making
4. Social Responses



**The Social Thinking Methodology**
*Teaching Social Competencies—More Than Social Skills*

**Using the Social Competency Model for Real Time Discussions and Teaching**

Social Responses

Decision Making
Ongoing social problem solving

Social Interpretation
Our meaning maker

Social Attention

Developmental

SELF

OTHERS

social skills

language use

social academics

**Social Thinking® Treatment Methodology**
Vocabulary, Frameworks, Strategies and Concepts

**Focus on 4 Sequenced Elements:**
1. Attend socially
2. Interpret social information (self and others)
3. Problem solve to make decisions
4. Social response(s) (social-academic of all types)

# Zones of Regulation

## [www.zonesofregulation.com/index.html](http://www.zonesofregulation.com/index.html)

**The Zones of Regulation is a framework to foster self-regulation and emotional control.**

# Collaborative & Proactive Solutions (CPS)

## www.livesinthebalance.org/about-cps

 A collaborative partnership between adults and children to solve problems that interrupt learning.

Key theme: Kids do well if they can.

# Lagging Skills

ALSUP - Identifying lagging skills to begin the work.

# Building the groups

Who fits in which group?

- Social thinking deficits - students who need support becoming more flexible thinkers
- Self-Regulation challenges - students who need support in managing themselves individually or in a group
- Attention challenges - students who need support managing executive function tasks throughout the school day

Example



Behavior Support Plan |

| Student/Grade: | Date Written/Updated: |
|---|---|

Current target behavior (very specific):

| What is working? | What is challenging? | What will we try? |
|---|---|---|
| (strategies/accoms that are working to support the student and the teaching team) | (behaviors that are interrupting learning) | (strategies/plans to address challenging behavior) |

**Adult approaches and responses: (sample)**
1. Use a Low and Slow approach -- including using a clear, neutral tone.
2. Look student through an anxiety lens - behavior that may look like defiance may be anxiety driven.
3. Respond to the developmental level (not chronological) of behavior when the student is escalated. Provide clear boundaries and choices.
4. Keep the ratio of positive praise to negative reinforcement high.

**Adult Responses to problem behavior: (sample)**
1. Do not ignore the student. Respond with minimal words and attention immediately.
2. Use script:
   I notice that you're _____.
   Your behavior tells me that you need something.
   Let's try _____. (a hug, help)
3. Direct the student to reset to look at the strategy book and choose a strategy.
4. If the student needs to go to a separate space to reset, escort or call for someone to come get the student.
5. If the student screams or has an unsafe body, call the team for them to go to the safe room.

## Types of groups

Three basic structures:

1. Morning Meetings

2. Lunch Groups

3. Social Thinking Groups

# Morning Meetings

1. Public Service Announcements
2. Goals and Lessons
3. Strategy Work
4. Choice …. Always Choice!

# Lunch Groups

1. Set the timer
2. Cheers
3. Introduction of Guest
4. Best and Hardest (Leader)
5. Recess Plan
6. Excused

# Social Thinking Groups

1. Zones Check-in
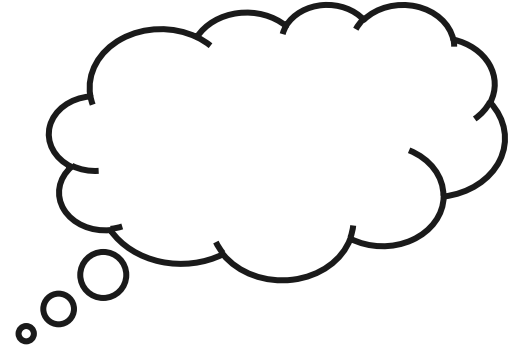2. What does our brain need to be ready?
3. Activity - Group Plan

# Tools and Templates:

Behavior Support Plan

Thinking Bubble

Problem Solving Sheet

Behavior Maps



**Behavior Support Plan**

| Student/Grade: | | Date Written/Updated: |
| --- | --- | --- |

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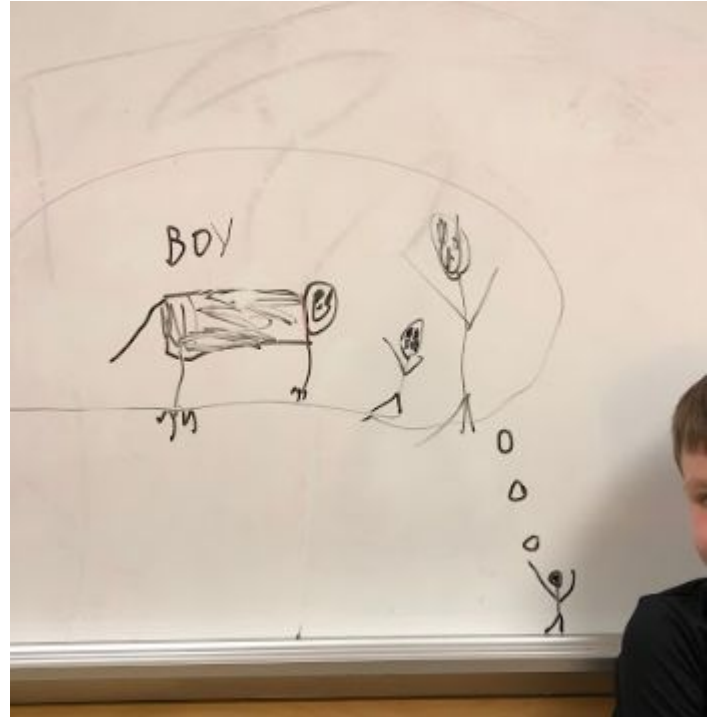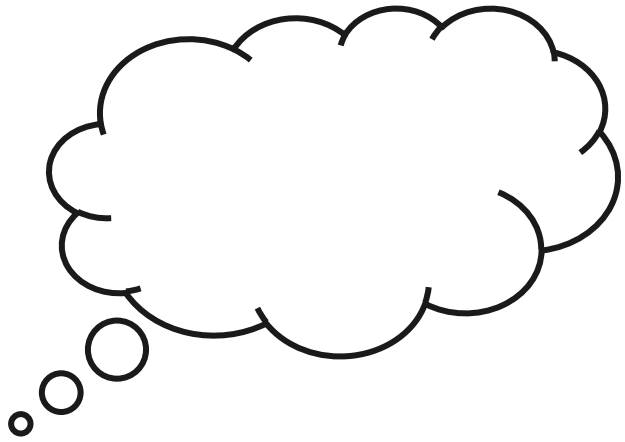5. If the student screams or has an unsafe body, call the team for them to go to the safe room.

Problem Solving

| What is the problem? | How can you solve the problem? | What help do you need to solve the problem? |

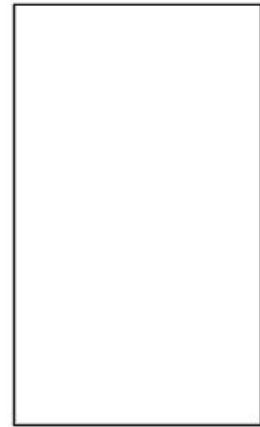| When you say... | We think... | We say... | You feel... |
| --- | --- | --- | --- |

# Thinking Bubble

# Problem Solving

Problem Solving

What is the
problem?

How can you
solve the
problem?

What help do you
need to solve the
problem?

# Behavior Maps

| When you say... | We think... | We say... | You feel... |
|---|---|---|---|
| | | | |

## What Do Friends Think?

| When you say/do... | They think.... | They say/do .... |
|---|---|---|
| | | |

# Mindfulness
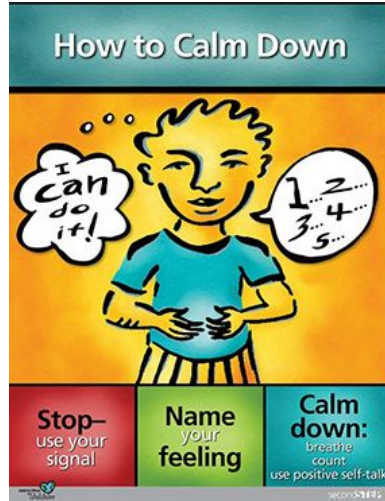
# Rewards



Tokens

Skittles

Breaks

Lunch Guests

# Assessment

1. SWIS data
2. IEP Goals and Objectives
3. BSP data collection

# For fun and reinforcement - Social Detective App

# Challenges

1. Group Makeup
2. Assessment
3. Reporting Out
4. Generalizing Skills

# Resources:

Garcia Winner, SLP CCC, Michelle. "Superflex: Helping Kids Become Better Social Detectives, Thinkers, and Problem Solvers." *Socialthinking*, 2019, www.socialthinking.com/.

Greene, Ross. "F.A.Q." *Lives in the Balance*, 2019, www.livesinthebalance.org/.

Greene, Ross. "Assessment of Lagging Skills and Unsolved Problems ." *Lives in the Balance*, 2019, www.livesinthebalance.org/sites/default/files/ALSUP%20060417.pdf.

Katz, Mark. "The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control ." 2019, www.zonesofregulation.com/index.html.

Kuypers, Leah. "Learn More about the Zones." *The Zones of Regulation: A Concept to Foster Self-Regulation & Emotional Control*, 2019, www.zonesofregulation.com/learn-more-about-the-zones.html.

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