Class-wide Social Emotional Interventions for Elementary Students

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We all teach social skills, so let’s do it well!
Session Overview

• Key Definitions
  o Social Skills
  o Social Emotional Skills

• Key Concepts
  o Top 10 Social Skills
  o Social Skills are Academic Enablers

• Class-wide Intervention Program
  o Description (6 steps for teaching social emotional skills)
  o Effectiveness Evidence

Definition of Social Skills

- Social skills have been defined as socially acceptable learned behaviours that enable an individual to interact effectively with others and to avoid or escape negative social interactions with others. (Gresham & Elliott, 1990)

- Social skills include **communication, cooperation, assertion, responsibility, empathy, engagement, and self-control.**

  [Remember: CCAREES]
SSiS Social Skills (CCAREES)

- **COMMUNICATION**
  - Takes turns in conversations
  - Makes eye contact when talking

- **COOPERATION**
  - Follows your directions
  - Follows classroom rules

- **ENGAGEMENT**
  - Makes friends easily
  - Invites others to join in activities

- **SELF-CONTROL**
  - Makes a compromise during a conflict
  - Stays calm when teased

- **ASSERTION**
  - Asks for help from adults
  - Questions rules that may be unfair

- **RESPONSIBILITY**
  - Respects the property of others
  - Takes responsibility for own actions

- **EMPATHY**
  - Forgives others
  - Feels bad when others are sad

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Social Skills: Foundation for Academic Success & Wellness!

- Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) found prosocial skills (cooperating, helping, sharing, & consoling) in 3rd grade was a better predictor of 8th grade achievement than were 3rd grade achievement test scores.

- Malecki & Elliott (2002) reported similar findings for social skills and problem behaviors for an elementary sample, with social skills significantly predicting end-of-year achievement test performance on a high stakes test.

- Kettler, Elliott, Davies, & Griffin, (2011) found that social skill levels in elementary students predicted NAPLAN scores in Australia.

- Jones, Greenberg, & Crowley (2015) found a kindergarten measure of social-emotional skills was highly predictive of young adult outcomes across domains of education, employment, criminal activity, substance use, and mental health.
Social Skills, Key Academic Enablers

- Social skills (i.e., interpersonal skills in the figure) play a key role in facilitating a student’s achievement in reading and mathematics by directly influencing motivation, which in turn influences engagement and study skills.

- Students who are socially skilled spend more time on task and more time helping others. As a result, learning time goes up, classroom problem behavior goes down, and achievement increases.

(DiPerna & Elliott, 2002).

Social Skills, Problem Behaviors, and Academic Functioning are Interrelated
**Definition of Social Emotional Learning**

Social Emotional Learning (SEL) has been defined as the process of acquiring core competencies to:
- recognize & manage emotions,
- set and achieve positive goals,
- appreciate the perspectives of others,
- establish and maintain positive relationships,
- make responsible decisions, and
- handle interpersonal situations constructively (Elias et al., 1997).

**CASEL Framework**

www.casel.org

**The Top 10 School Social Skills!**

- Listens to Others
- Follows Directions
- Follows Classroom Rules
- Ignores Peer Distractions
- Asks for Help
- Takes Turns in Conversations
- Cooperates With Others
- Controls Temper in Conflict Situations
- Acts Responsibly With Others
- Shows Kindness to Others

(Lane et al. 2004, 2007)
Social Skills in Early Childhood

- **Children with disabilities**
  - Difficulties acquiring and performing social behaviors
  - May need structured teaching and practice
  - Lower rates of social interactions & fewer social play experiences
  - Fewer opportunities to practice social skills and to receive reinforcement for performing appropriate social behaviors
  - ~33% are socially rejected by their peers
  - Poor social skills are a predictor of peer rejection

- **Children without identified disabilities**
  - Many naturally acquire social skills
  - Some children have difficulties learning social skills or discriminating which behaviors are appropriate in specific social settings
  - As many as 20% of children entering kindergarten are rated by kindergarten teachers as having “poor social skills” (Diamond, Hong, & Baroody, 2008)

What are the effects of social skills interventions for children with and without disabilities?

Effects of social skills interventions were statistically different by participant group

- Strong effects for children with disabilities
- Moderate to strong effects for children without disabilities (Frey & Kaiser, 2011)
Basic Facts that Guide Social Skills Assessment & Intervention

- SS are primarily learned behaviors, thus they can be taught.
- SS are comprised of specific and discrete verbal and nonverbal behaviors. SS include both initiations and responses.
- SS are highly contextual and interactive.
- For children with and without disabilities use social skills curricula that teach and promote social skills through:
  - Modeling
  - Practice
  - Feedback
  - Discussion
    - Large and small group instruction
    - Positive effects observed for interventions implemented < 30 min per day, 2 – 3 days/week

Questions & Comments
**Intervention Programs**
with Research to Support their Effectiveness

- The Incredible Years
  [www.incredibleyears.com](http://www.incredibleyears.com)
- PATHS Curriculum
- Positive Action Program
  [www.positiveaction.net](http://www.positiveaction.net)
- Second Step
  [www.secondstep.org](http://www.secondstep.org)
- SSiS Classwide Intervention Program


**SSiS Assessments & Intervention Tools**

### Classwide/Universal Assessment

The **SSIS Performance Screening Guides**:  
- Three levels: Preschool, Elementary, Secondary  
- Four key areas assessed by Teacher:  
  - Prosocial Behavior,  
  - Motivation to Learn  
  - Reading Skills, and  
  - Math Skills  
- Easy to use and time efficient  
- Focus on keystone classroom behaviors and skills  
- Quickly screen a whole class or an entire school  
- Monitor progress  
- Provide documentation on all students, not just those needing instruction or intervention

In 25-30 minutes, a teacher can quickly and effectively screen 25 students.
Criterion-Referenced Judgments Using Performance Level Descriptors

Each set of descriptors summarize several weeks of teachers’ observations and interactions with students.

The more frequent a student exhibits a behavior or the more competently the skills are expressed, the higher the level of performance for the descriptor.

Teachers compare each student to the behavioral criteria as opposed to comparing students to each other as commonly done with norm-referenced assessments.

Classwide Intervention Program

Designed for use by general education teachers in mainstream classrooms.

Provides teachers with an easy-to-use, effective, and efficient way to teach 10 of the most important social skills.

Blends instructional best practices and proven intervention methods to teach social skills.

Three developmental levels:
  - Preschool/Kindergarten
  - Early Elementary
  - Upper Elementary/Middle
The Top 10 Social Skills
All Students Need to be Successful!

1. Listens to Others
2. Follows Directions
3. Follows Classroom Rules
4. Ignores Peer Distractions
5. Asks for Help
6. Takes Turns in Conversations
7. Cooperates with Others
8. Controls Temper in Conflict Situations
9. Acts Responsibly With Others
10. Shows Kindness to Others

- 10 units with 3 lessons per week. A lesson is typically 25-30 minutes.
- Units and lesson plans are structured using a 6-phase instructional approach: (Tell->Show->Do->Practice->Monitor Progress->Generalize)
- Units are supported with Student Booklets, video vignettes, and a number of other resources to support student and parent involvement.

SSiS Classwide Intervention Program

SSiS Classwide Intervention Program

Six Instructional Phases Used in the Units

Tell
1. Provide a learning objective for the targeted social skill.
2. Introduce the skill via discussion.
3. Define the specific skill and stress Key Words.
4. Explain why the skill is important.
5. Outline steps for performing the behavior.

Show
1. Model the behavior.
   a. Model positive behavior.
   b. Model negative behavior.
2. Model each of the major steps for enacting the targeted social skill.
3. Direct a role play of a typical situation along with a student helper.
4. Lead a discussion of alternative behaviors to accomplish the social behavior objective.

Do
1. Ask students to define the skill.
2. Ask students to state the steps required to accomplish the skill.
3. Ask students about the importance of using the skill.
4. Repeat critical steps for enacting the behavior.
5. Ask students to model the skill in role plays.
6. Ask other students to provide feedback for the students using the skill in the role plays.

Practice
1. Review and apply the skill in role plays.
2. Have pairs of students practice the 6 phases and provide each other with feedback.
3. Encourage use of the skill outside of the intervention group sessions.
4. Assign homework to use the skill in other settings or with other students.

Monitor Progress
1. Ask students to think about how well they are progressing with the social skill.
2. Ask students to complete the Social Skills Progress Chart.

Generalize
1. Have students brainstorm various situations to use the social skill.
2. Encourage use of the skill outside of the intervention group sessions.
CIP Resources on CD

Materials for Teaching Social Skills
Video Clips Provide Positive & Negative Models of Social Behavior

26 video clips to facilitate discussion & modeling of skills

Students Monitor Their Own Progress

Students evaluate their progress during each lesson
Social Skills Practice in Varied Settings

**Practice in 3 settings:**

- **Special Needs Support:**
  - Set rules for the special needs support group.
  - Emphasize the importance of following rules.
  - Encourage participation in group activities.

- **Mainstream Class:**
  - Incorporate social skills into daily lessons.
  - Use role-playing activities to practice social situations.

- **Community Settings:**
  - Invite parents to observe and participate in class activities.
  - Plan community outings that promote social interaction.

**Generalization:**

- Practice social skills in different settings to enhance generalization.
- Encourage students to apply skills in real-life situations.

Letters & Notes to Encourage Parental Involvement

**Overview to Classwide Intervention Program**

- **Dear Parent:**
  - It is important for children to have good social and emotional health.
  - To improve their chances for school success, children need to learn key social skills.

- **Social Skills are Important:**
  - Social skills are important in improving academic skills.
  - Students who have good social skills tend to do better in school.

- **During the Next Week:**
  - Encourage your child to use the following strategies:
    1. Listen to Others
    2. Follow the Plan
    3. Get Along With Others
    4. Pay Attention to Your Work
    5. Ask for Help
    6. Take Turns When You Talk
    7. Get Along With Others
    8. Stay Calm When Others
    9. Do Nice Things for Others

The CIP is proven test-practice methods for teaching social skills. Students learn skills to help them relate to and learn better with others.
The Numbers for SSiS CIP

- 10 skills known to enable academic achievement & improve social interactions

- 6 instructional actions involving 23 steps

- 10 to 12 weeks
  - 2 to 3 hours of prep before starting program
  - 3 25-30 minute lessons per week
  - 1 hour for pre-screening and post-evaluation

- 90-95% of students will improve their social behavior which will lead to increased academic engagement and achievement
Questions & Comments

Research Evidence for SSiS CIP
Pennsylvania (PA) SSIS CIP Project

Efficacy of the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP) Primary Version

James Clyde DiPerna, Puiwa Lei, Jillian Bellinger, and Weiyi Cheng
The Pennsylvania State University

A multiple cluster randomized trial was conducted to examine the effects of the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP, Elliott & Gresham, 2007) on students’ classroom social behavior. The final sample included 452 students across 38 second grade classrooms. Social skills and problem behaviors were measured via the SSIS rating scale for all participants, and direct observations were completed for a subsample of participants within each classroom. Results indicated that the SSIS-CIP demonstrated positive effects on teacher ratings of participants’ social skills and internalizing behaviors, with the greatest changes occurring in classrooms with students who exhibited lower skill proficiency prior to implementation. Statistically significant differences were observed between treatment and control participants on teacher ratings of externalizing problem behaviors or direct observation.

Keywords: social skills, problem behavior, classroom intervention, universal prevention

PA SSIS-CIP RCT Sample Design
Table 4

<table>
<thead>
<tr>
<th>Measures</th>
<th>Pretest SSiS-CIP</th>
<th>Pretest Control</th>
<th>Posttest SSiS-CIP</th>
<th>Posttest Control</th>
<th>Adjusted standardized difference</th>
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<td>Teacher rating</td>
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<td>2.19 (.38)</td>
<td>2.39 (.23)</td>
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<td>.36</td>
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<td>2.31 (.43)</td>
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<td>2.23 (.26)</td>
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<td>.37 (.42)</td>
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Note: SSiS-CIP = Social Skills Improvement System Classwide Intervention Program. SSiS-CIP: N = 19, Control: N = 19.

* Adjust for pretest scores and other student- and class-level covariates.

Figure 2. Interaction between treatment condition and class-level social skills composite posttest score. SSiS-CIP = Social Skills Improvement System Classwide Intervention Program. (Area to the left of the vertical line represents the region of statistically significant differences between conditions.)
Bundamba State School (BSS)

- A fully inclusive co-educational program from Prep to Year 7
- A Band 9 school with 648 students from a diverse population:
  - 17% ESL
  - 16% Indigenous
  - 8% Students With Disabilities
  - 3% Students in care
- Many of these students require additional learning support of 373 students Prep-Year 3, under DETE guidelines
  - 18 were verified with a disability
  - 152 received additional services
- 2012 Preparatory year students were screened using the Brigance screener at enrolment for Prep
  - 41% of students were at or under the 10th percentile
  - 11% of our preps were at under the 1st percentile
- School-wide Positive Behaviour Support in place, but too general, and many social skills were not developing.

Teacher Involvement

In 2012, all 15 teachers of 370 students in Prep year to Year 3 agreed to join the program to receive training and support on Social Skill intervention and the SSiS system, and then:

- Screened students (SSiS Screener),
- Assessed those low on prosocial behaviour levels (SSiS Rating Scale), and
- Targeted specific social skills and conducted whole class intervention with all students (SSiS Intervention Guide).
BSS Year 3 CIP Outcomes

Examining Differences Pre-CIP and Post-CIP

Table 3. Means and Difference Scores for the Full Sample (n=306)

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Time 1 Mean</th>
<th>SD</th>
<th>Time 2 Mean</th>
<th>SD</th>
<th>Difference</th>
<th>Cohen’s ( d )</th>
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<td>1.3</td>
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<td>1.2</td>
<td>3.6</td>
<td>1.1</td>
<td>.4*</td>
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<td>1.2</td>
<td>3.4</td>
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<td>.2*</td>
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Note. * Differences were significant at \( \alpha = .025 \), one-tailed.

Pre-Post Effect Sizes by PSG Scale and Grade

BSS Year 3 CIP Outcomes
Key References


Thank you very much!

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