



# Tier 2 Intervention Strategy:

## Social Skills Intervention Groups

2024-2025

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

The content for this training day was developed based on the work of:

- CASEL
- Midwest PBIS
- Missouri PBIS
- Terrance Scott, PhD

# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

# Purpose

Preparing individuals to install Social Skills Intervention Groups (SSIG) with fidelity as a Tier 2 intervention to support students needing additional pro-social, problem-solving, and/or academic behavior skill improvement beyond Tier 1 intervention.

# Intended Outcomes

- Understand how Social Skills Intervention Groups can fit into your current Tier 2 Behavior Intervention System
- Identify the steps for installing Social Skills Intervention Groups
- Understand how data informs the student selection, progress monitoring, and evaluation of student response to intervention

# Agenda

- 1.0 Social Skills Intervention Groups in a Tier 2 Behavior Intervention System
- 2.0 Installation of Social Skills Intervention Groups
- 3.0 Implementation of Social Skills Intervention Groups
- 4.0 Using Data for Decision-Making
- 5.0 Wrap Up and Next Steps




# Poll 1

- What best describes your role as a participant today:
  - I am attending with other team members from my school
  - I am attending as a representative of my team
  - I support teams in my district/ISD
  - Other (please share your role in the chat)
- Have you attended Check-In, Check-Out (CICO) training?
  - I have attended the training
  - I have not attended the training
  - I have not attended the training, but I am familiar with the intervention and its critical components



# Getting Organized: Key Documents



Michigan's Multi-Tiered System of Supports Technical Assistance Center  
June 2022 – Version 1.0

## Planning Template for Social Skills Intervention Groups

### Directions

The bolded font in this document is a prompt for a team to enter their own information, customized for their school, as a result of team decision making.

### Description

Social Skills Intervention Groups is a Tier 2 behavioral intervention designed for students with social, emotional, behavioral skill needs. Social Skill Intervention Groups provide additional instruction in small groups in social skill areas needing support with a focus on increased opportunities for practice, generalization, and feedback. Students attend sessions at least weekly, but receive feedback on the skills from their teacher(s) daily and meet with the CICO coordinator at the beginning and end of the day. Parents participate by signing off on daily sheets.

### Facilitator

The Facilitator is managing the overall intervention and has the following responsibilities:

- Logistics for groups (e.g., prepares lessons, location)
- Gathers data
- Facilitates communication with all roles
- Aligns skills taught in Groups to school-wide expectations on the CICO DPR

A Facilitator may also work to create the following products for supporting the intervention:

- Creating a letter, flyer, brochure, packet, etc to share with families
- Adding information to your website or handbook for family reference
- Create a script or talking points for those individuals assigned to notifying the parents
- Create a script or talking points when providing student orientation

**Our Facilitator is:**

- Electronic Materials for Participants Folder
- Planning Template for Social Skills Intervention Groups
- Additional resources

# 1.0 Social Skills Intervention Groups in a Tier 2 Behavior Intervention System

# Review: Critical Features of Tier 2 Interventions

- Matches the needs of the school & has social validity
- Should be able to be implemented within 3 days
- Staff trained in the intervention
- Function-based – intervention matches the students' need(s)
- Daily data collected to monitor outcomes
- A formal system exists for gaining permission and informing parents/caregivers of student progress
- Provides additional instruction/time for student skill development, structure/predictability, and increased opportunities for feedback

# What is a Tier 2 Behavior Intervention System?

- It provides a means to ensure that students have efficient, effective, and equitable access to intervention supports
- A strong behavior intervention system is made up of multiple components and is led by a team within the school
- All of your Tier 2 interventions, including Social Skills Intervention Groups should be a part of your Tier 2 Behavior Intervention System

# Intervention Platform

<b>Intervention Support</b>	Check-In, Check-Out
<b>Description</b>	<p>Designed for students with persistent behavior concerns that are not dangerous; provides more immediate feedback on behavior through use of a daily progress report and additional opportunities for positive adult interactions</p> <p>Parents participate by signing off on daily sheets; students are assigned a staff member to check in and out with daily</p>
<b>Entrance Criteria</b>	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <li>• More than 3 ODRs and student seeks adult attention</li> </ul> <p>Academics:</p> <p>Report Card marked "N" on study skills or organization</p>
<b>Permission</b>	Parent permission is sent home by the identified CICO Facilitator
<b>Progress Monitoring Guidelines</b>	<p><b>Fidelity Data:</b></p> <p>CICO checklist</p> <p><b>Student Data:</b></p> <p>Daily progress reports collected by CICO facilitator and viewed by parent/guardian</p> <p>Data are graphed using CICO SWIS</p>
<b>Decision Rules</b>	<p><b>Maintain:</b></p> <p>Data points at or above aim line but goal has not yet been met</p> <p><b>Fade:</b></p> <p>Meets goal on the daily progress report for 4 consecutive weeks – student is moved to self-monitoring phase</p> <p>Self-monitoring phase is exited at the end of the next marking period as long as student continues to maintain behavior</p> <p><b>Alter:</b></p> <p>Three consecutive data points when student's progress is not on the aim line and fidelity is established</p>

A tool to outline the critical information for each intervention accessible to students:

- Description/Purpose of the Intervention
- Entrance Criteria
- Permission
- Progress Monitoring Guidelines
- Decision Rules

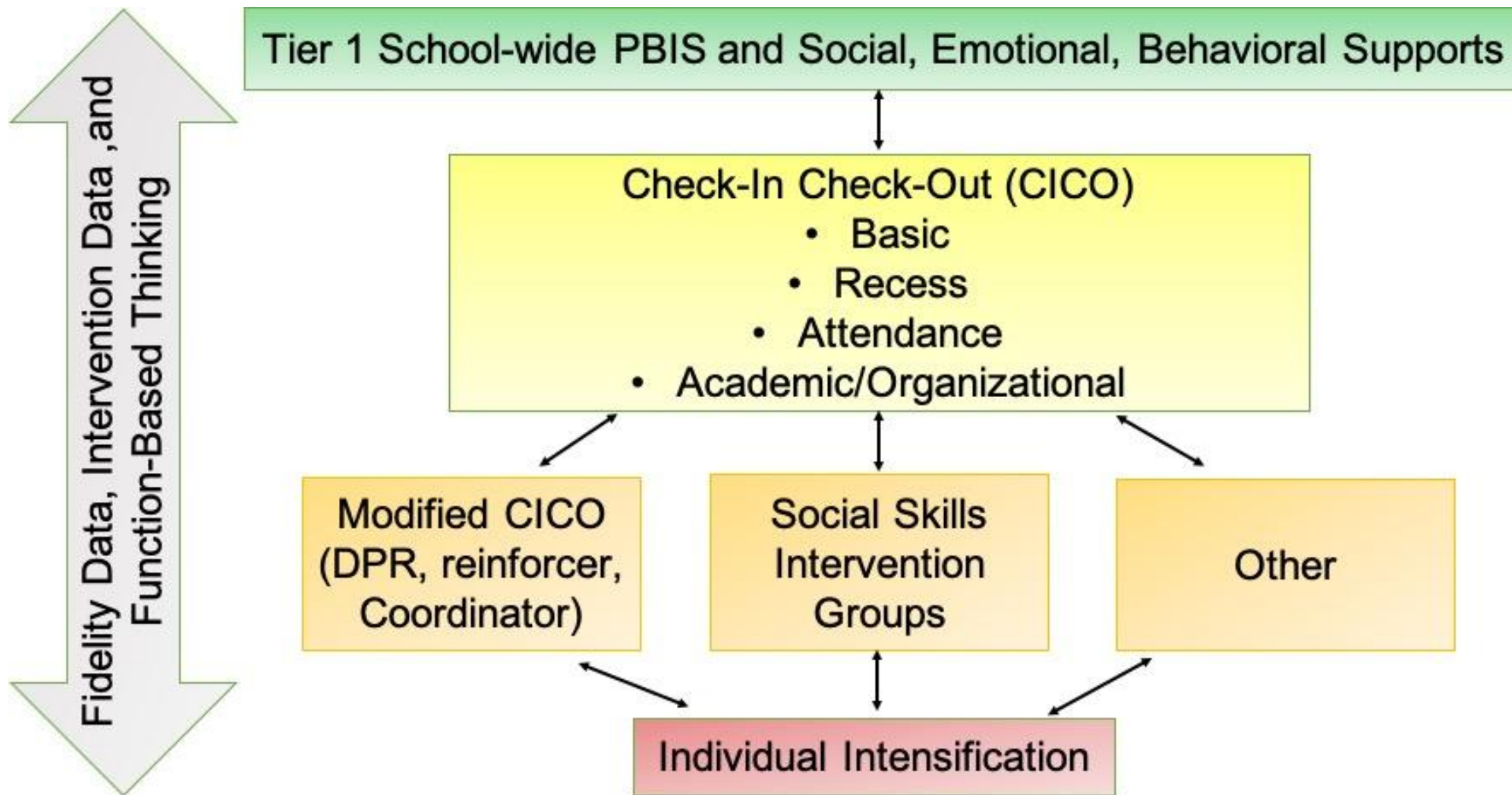
# Importance of Social Skill Instruction

“There may be no greater predictor of mental health than an individual’s ability to interact with his or her environment and develop a network of friends, associates, and peers.” (Grumpel, 2007)

- Improves academic performance
- Interpersonal skills are highly desired by employers
- Teaches skills rather than punishing when there is a need

# Supporting Social, Emotional, Behavioral (SEB) Skills Across the Tiers

- Embed social-emotional learning into PBIS systems
- Ensure supports are in place school-wide and in the classroom before considering a Tier 2 Intervention—this will reduce the number of students in need of Tier 2
- Generalization of social skills is easier for students when it is supported at Tier 1







# Activity 1.1

- Identify what Tier 1 interventions with SEB instruction you currently have in place at your school(s)
- Do you currently have data that suggests strengthening SEB instruction at Tier 1 is needed before intensifying behavior supports at Tier 2?
- Begin to consider how you will develop a plan to communicate and ensure alignment of your Tier 2 interventions with your Tier 1 School Leadership Team

# Resources: SEB Supports Tier 1



## 2.0 Installation of Social Skills Intervention Groups

# Group Components

- Continuum of groups that build on behaviors taught at Tier 1 from **basic** to more **complex**
- Students are placed in groups based on skill needs, not life circumstances (i.e., Divorce Group)
- Standing groups for common skill needs (pro-social, problem-solving, academic behaviors) that have a set number of lessons
- Rolling enrollment to allow students quick entry (ideally within 3 days of determining need)
- Groups can be facilitated by staff other than clinicians (groups are not therapeutic or diagnostic)

# Social-Emotional Competencies

- Explicit teaching of SEL skills supports students in education and human development
- Some students may need more opportunities to develop skills beyond what is provided at the Tier 1 level

## **Competencies:**

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Collaborative for Academic, Social, and Emotional Learning (CASEL)

# Centering Equity

Access, representation, meaningful participation, and outcomes are considered in the implementation of Social Skills instruction

- Instructional materials are representative of your students, particularly those with identities that are marginalized
- Students' experiences and social-emotional strengths are valued
- Family/community partnerships are leveraged to ensure social skills are culturally relevant
- Monitor to ensure positive outcomes for all students and prevent unintended negative consequences from disproportionately affecting students along racial, ethnic, and economic lines or based on gender expression or disability

(Fraser, 2008; Great Lakes Equity Center, 2012; Michigan Department of Education, 2017)

# Who can teach the group lessons?

## **Anyone:**

- Librarian
- Office worker/Secretary
- Paraprofessionals
- Teacher
- Custodian
- Resource officer
- Cafeteria worker
- Volunteers
- Community Agency Partners

## **Clinicians:**

- Can model a few lessons for another staff member and then let them take over
- Run the groups that are more intensive/therapeutic

# Roles and Responsibilities

## **Facilitator:**

- Logistics for groups (e.g., prepares lessons, location)
- Gathers data
- Facilitates communication with all roles

## **Classroom Teacher:**

- Prompts and provides feedback on skills that are being taught
- Completes DPR with student

## **Coordinator(s):**

- Preps lesson delivery
- Supports data collection
- Provides instruction to students

## **Families and Caregivers:**

- Provide encouragement and reinforcement to child
- Extend teaching of skills if possible



# Group Features

Structure?	Skills?	Coordinator?	Location?	Frequency?
Standing	Pro-social/Coping	Teacher	In Classroom	Daily
As needed	Problem Solving	Other Staff	Outside of Classroom	Weekly
	Academic Behavior	Community Partner Staff		Multiple times per week
	Other	Clinician		

# Group Example #1

A middle school has identified that many youth in the building (more than 10%) struggle with skills related to executive functioning. Some students regularly need extra support around skills related to academic organization and study skills, etc. Ms. Mitchell, the Special Education teacher has pulled together 8 lessons that will teach specific skills around academic behaviors (i.e. organization of locker, bringing materials to class, etc.) The group will be taught on Mondays during lunch by a paraprofessional in the math lab.

## Group Example #2

An elementary school has used data to identify that 5 students (2 in 1<sup>st</sup> grade, and 3 in 2<sup>nd</sup> grade) have been having disagreements with peers on the playground. These students are struggling with meeting playground expectations. Mrs. Knoll, the clinician, has pulled together 6 lessons that will re-teach the playground expectations and problem solving skills (i.e.: using equipment, disagreeing with a peer, asking for help). Miss Noble, the interventionist will lead a group with these 5 students for 3 weeks to teach playground expectations. The group will meet in library during intervention block on Tuesdays and Thursdays.



## Activity 2.1

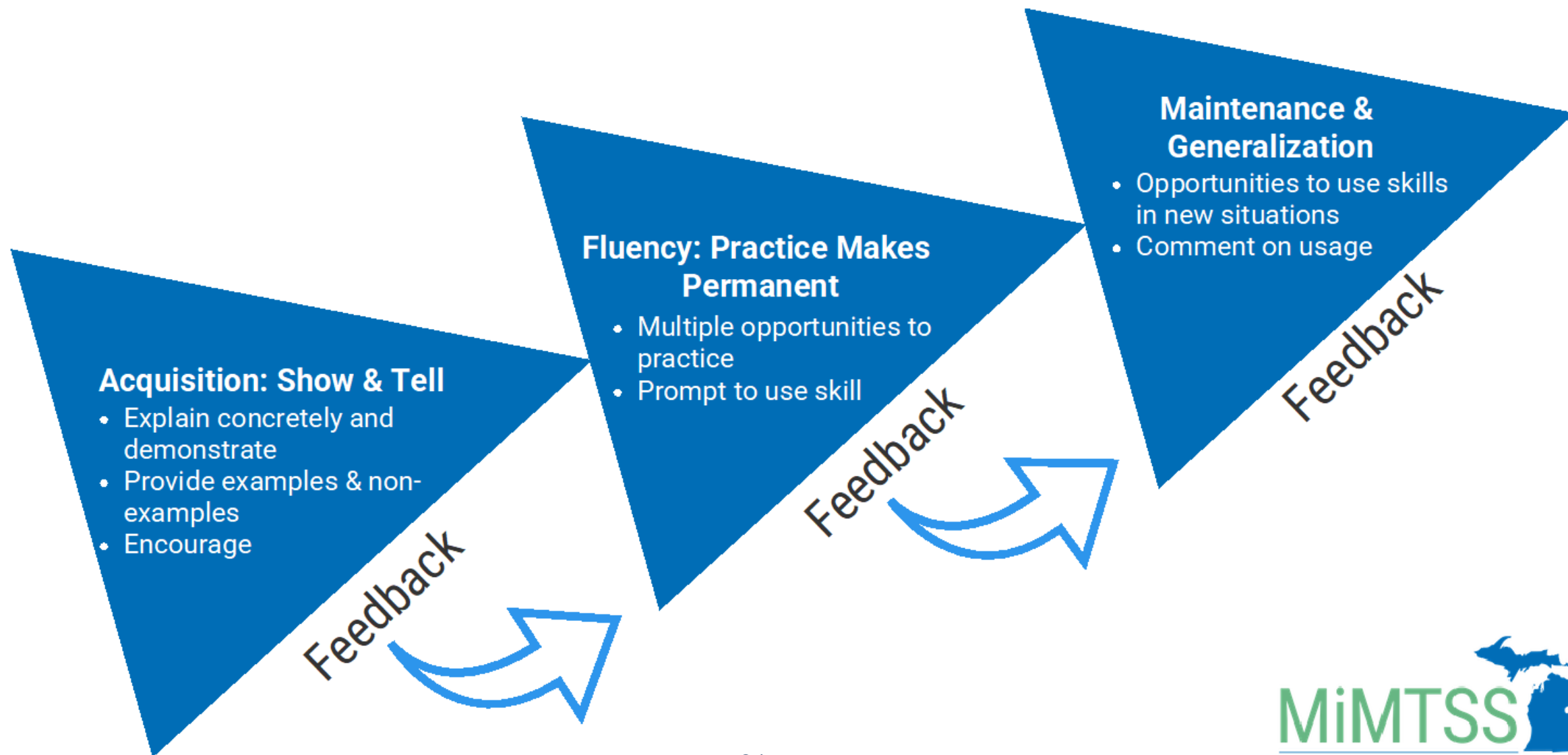
- Review the “Facilitator”, “Coordinator”, and “Groups” sections of the *Planning Template for SSIG*
- Consider who might be a good fit for these roles:
  - What support might they need in teaching, generalization, and group management?
  - Will modeling of lessons from other staff be needed?
- What types of groups do you or will you want to offer?
- Record your initial ideas in your *Planning Template for SSIG*
- Be prepared to work with your team to finalize your ideas

## 3.0 Implementation of Social Skills Intervention Groups

# Group Management

- Identify and teach expectations
- Provide practice and engagement opportunities
- Use high levels of feedback (acknowledgement and correction) with 4:1 ratio as goal
- Stick to a consistent and predictable schedule (sequence of activities, transition routine, etc.)

# Stages of Learning



# Generalization Strategies

Before (Coordinator and Teacher)	During (Coordinator)	After (Teacher)
<ul style="list-style-type: none"> <li>• Natural setting</li> <li>• Collaborate with teacher on non-examples to include</li> <li>• Target skills likely to be reinforced</li> </ul>	<ul style="list-style-type: none"> <li>• Use real examples within role play</li> <li>• Naturally occurring reinforcers</li> <li>• Include peers to be encountered in problem setting</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-corrects to display skill</li> <li>• Reinforce displays of skills in real world</li> <li>• Enlist a variety of others to prompt and skills</li> </ul>



# Lesson Components

- Rationale: Why is this skill important and how does it connect to school-wide expectations
- Appropriate Context: When should the skill be used (and not used)
- Model: Use examples and non-examples
- Practice Opportunities: Role plays with “think-alouds” and feedback

# Lesson Options

- Create your own lessons:
  - Use previously developed behavior lesson plans
  - Re-teaching to deliver a higher dose of Tier 1
- Use a ready-made curriculum:
  - Select lessons based on data
  - Michigan Model for Health Curriculum, Second Step, Skill Streaming, Coping Cat, Milwaukee Public Schools SAIG site

**Always connect lessons back to school-wide expectations!**



# Activity 3.1

- Review one of the *Lesson Plan Examples* (choose *Elementary* or *Secondary*) in the electronic Dropbox folder
- Does your school have existing lessons for social skills?
  - Do they have similar components to the *Lesson Plan Example*?
  - Are there components that your team will need support adding?
- If your school does not have existing lessons for social skills:
  - Will you be developing lessons or selecting lessons that are already created?
  - Who on your staff could support the lesson selection or development?
  - Who do you need to communicate this information with and how will you do that?



# Assignment 3.1

## Assess Current Practices:

1. Make a list of social skill intervention groups that exist in your school
  - Be sure to check with all practitioners working within your schools, including community providers
2. Answer these questions:
  - Do you have data to determine whether students are responding?
  - Do you have data to show intervention is done with fidelity?
  - Are students placed in the intervention based on data and skills?
3. If you answered yes to all questions: keep the group  
If you answered no to any of the questions: consider whether that group should continue with modifications

## 4.0 Using Data for Decision-Making

# Tier 2 Behavior Intervention System Data

- Ensures efficient and equitable placement of students in intervention
- Progress monitoring and fidelity checklists are used to increase the likelihood that students will benefit from intervention
- Decision rules (maintain, alter, or fade) are established for exiting students from intervention

# Entrance Criteria Considerations

- Students that are participating in CICO, but not demonstrating positive outcomes
- All-school data gathered reveals a specific behavioral skill (or skills) needs to be taught to several students in the school
- A request from staff, student, or family to enter a group (should be a rare occurrence)

## Reverse Request for Assistance: Tier 2 Behavior Intervention

This document is intended for use by Multi-Disciplinary Teams (MDT) when data indicates a student may be in need of an intervention beyond Check-In Check-Out (CICO). This form is adapted from *Midwest PBIS*.

### Reverse Request for Assistance

**Student Name:**

**Grade:**

**Date:**

**Teacher(s):**

In reviewing the data, CICO is not having a significantly positive effect on the student's outcomes. Please identify which additional support you feel would be the best for the student.

1. ☐ No change in behavior support requested at this time, continue CICO
2. Social Skills Intervention Groups
  - a. ☐ Problem-Solving: Replacement behaviors fighting, arguing, conflict, etc.
  - b. ☐ Pro-Social: Replacement behaviors for avoidance, withdrawal, etc.
  - c. ☐ Academic Behavior: Replacement behaviors for task incompleteness, disorganization, etc.
3. Modified CICO: Same CICO with one or more of the following changes
  - a. ☐ Recess
  - b. ☐ Attendance
  - c. ☐ Modify location, coordinator, reinforcer (circle one)

# Reverse Request for Assistance

- MDT relies on data to determine when students may need an intervention beyond basic CICO
- Submit a *Reverse Request for Assistance* to the teacher to gather their feedback on next steps
- Supports collaboration and shared responsibility between the teacher and the MDT





# Activity 4.1

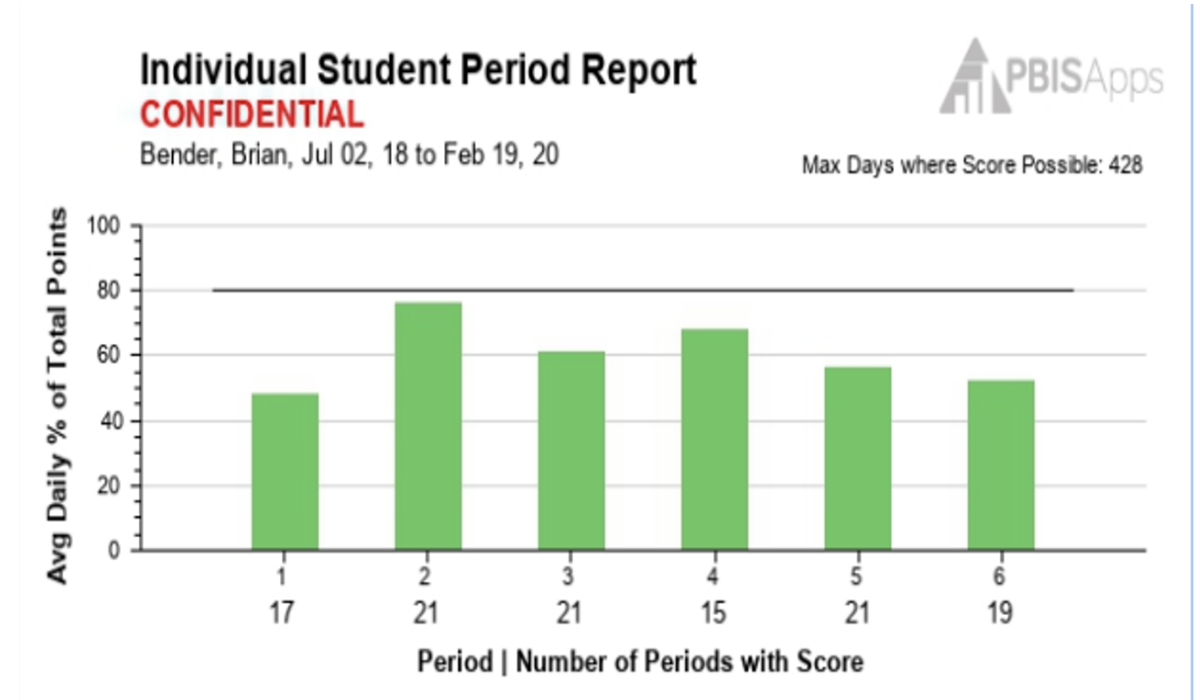
- Review the “Student Enrollment Process” section of the *Planning Template for SSIG*
  - Consider what is needed to support placement into Social Skills Intervention Groups at your school(s)
  - Discuss your ideas about consent, orientation, and notification
  - Record your initial ideas in your *Planning Template for SSIG*
  - Be prepared to work with your team to finalize your ideas

# Progress Monitoring: Sample DPR (Academic Behaviors)

Expectations	1st	2nd	3rd	4th	5th
We are safe • Walk to class	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
We are respectful • Ask for help • Participate as prompted	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
We are responsible • Use of Planner • Bring all Materials	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points					
Teacher Initials					

# Data Collection and Use

- Consider using the same system as CICO for ease of data collection and analysis
- Use a phase line to indicate when Social Skills Intervention Groups begin
- Determine student response
  - Maintain, Alter, Fade



# Fidelity Checklists

## 1. Lesson plans

- Do the lesson plan(s) include necessary components?

## 2. Progress monitoring

- Is the DPR being filled out and student is seeing Coordinator regularly?

## 3. Session fidelity

- Are the sessions being done as scheduled and including necessary components?

**Sample Fidelity Checklists are provided in the Electronic Materials for Participants Dropbox Folder**

# Tier 2 Critical Features in SSI Groups

Tier 2 Critical Features (TFI 2.6)	Social Skills Intervention Groups Components
Additional instruction time for student skill development	Small group lessons Instruction based on skills needing development
Additional structure and predictability	Consistent lesson structure and elements Checking in and out with CICO Coordinator
Increased opportunity for feedback	Feedback from group instructor Feedback daily with teacher customized to skills taught

# Intervention Access and Effectiveness Tool

## Intervention Effectiveness: Social Skills Intervention Groups

Table 2: Record the number and percentage of students schoolwide for the intervention indicated.

Effectiveness Indicators	Sep	Oct	Nov	Dec	Jan
# Of students participating in the intervention	10	15	22	22	24
# Of students responding/making adequate progress toward goal	7	10	12	19	16
% Of students responding/making adequate progress toward goal	70%	67%	54%	86%	67%
Average implementation fidelity rating	85%	90%	60%	95%	75%



## Activity 4.2

- Review the “Data Collection and Use” section of the *Planning Template for SSIG*
- Share ideas for who and why certain individuals should support data collection and use at your school
  - Who should monitor fidelity data and how often?
  - Who should collect DPR data and enter it into your collection system?
  - How often should DPR data be entered?
- Record your initial ideas in your *Planning Template for SSIG*

## 4.0 Wrap Up and Next Steps



# Communication to Staff

- What professional learning will they need?
- How will you keep them informed of the Groups that are available?
- Will you gather feedback on what groups/skills would be good to consider adding?
- How will you support their ability to provide students with generalization strategies and feedback daily?

# Closing Review

## True or False

- Teaching social skills in small groups uses explicit instruction similar to teaching of academic skills in small groups
- You have to purchase a social skills curriculum
- Only mental health practitioners can run social skills groups

# Next Steps

- Complete Assignment 3.1
- Use your initial ideas in the *Planning Template for Social Skills Intervention Groups* to inform your planning
- Finalize decisions with the team at your school(s)
- Add Social Skills Intervention Groups to your *Behavior Intervention System* document if you are using this as a tool
- Start small; select one group to begin implementing
- Assess, adjust, and reassess as you get your interventions started

# References

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