

Teaching Targeted Social-Emotional Skills

This document provides an activity for participants to create an individualized instructional plan. Adapted from the Teaching Targeted Social-Emotional Skills Individualized Instructional Plan from the National Center for Pyramid Model Innovations (NCPMI).

About Xavier

This is not the first time that Xavier had a tantrum when playing with other children and sharing materials. His teacher has observed that he is fine when playing alone or has a similar toy to another child and engaging in parallel play. However, when he is in a small group with other children and the activity involves sharing and exchanging multiple materials, Xavier will become upset if children touch or use toys he is interested in using. Therefore, the teacher decides that Xavier needs **additional instruction on how to engage in social play with peers where there is an expectation that children will exchange materials.**

Directions

1. Locate the Activity-by-Routine Matrix on the next page. Write Xavier's name and the target skill at the top.
2. Identify the **learning opportunities**:
 - a. Record possible Events during the day in the first column (e.g., outdoor play, center time, small group).
 - b. List all the opportunities that might be provided to the child to learn and practice the skill. Be specific, and record these in the cell for the appropriate Event.
3. Identify **how to teach**:
 - a. What will you do your say to elicit the skill or behavior? Identify the initial teaching strategy that will be used before the behavior or skill occurs (i.e., environmental prompt, verbal prompt, visual, gesture, modeling/demonstration, physical assistance). Record it at the top of your matrix under "How to Teach."
 - b. How will you respond when the child demonstrates the skill or behavior (feedback response)? Identify a strategy to use after the behavior occurs (e.g., descriptive feedback, toy, or object). Record it at the top of your matrix under "How to Teach."
4. Identify **helping prompts**: If the child does not demonstrate the skill or behavior, what prompting sequence will you use (e.g., least-to-most or most-to-least)? Record it at the top of your matrix under "How to Help."

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