

Embedded HLP 9

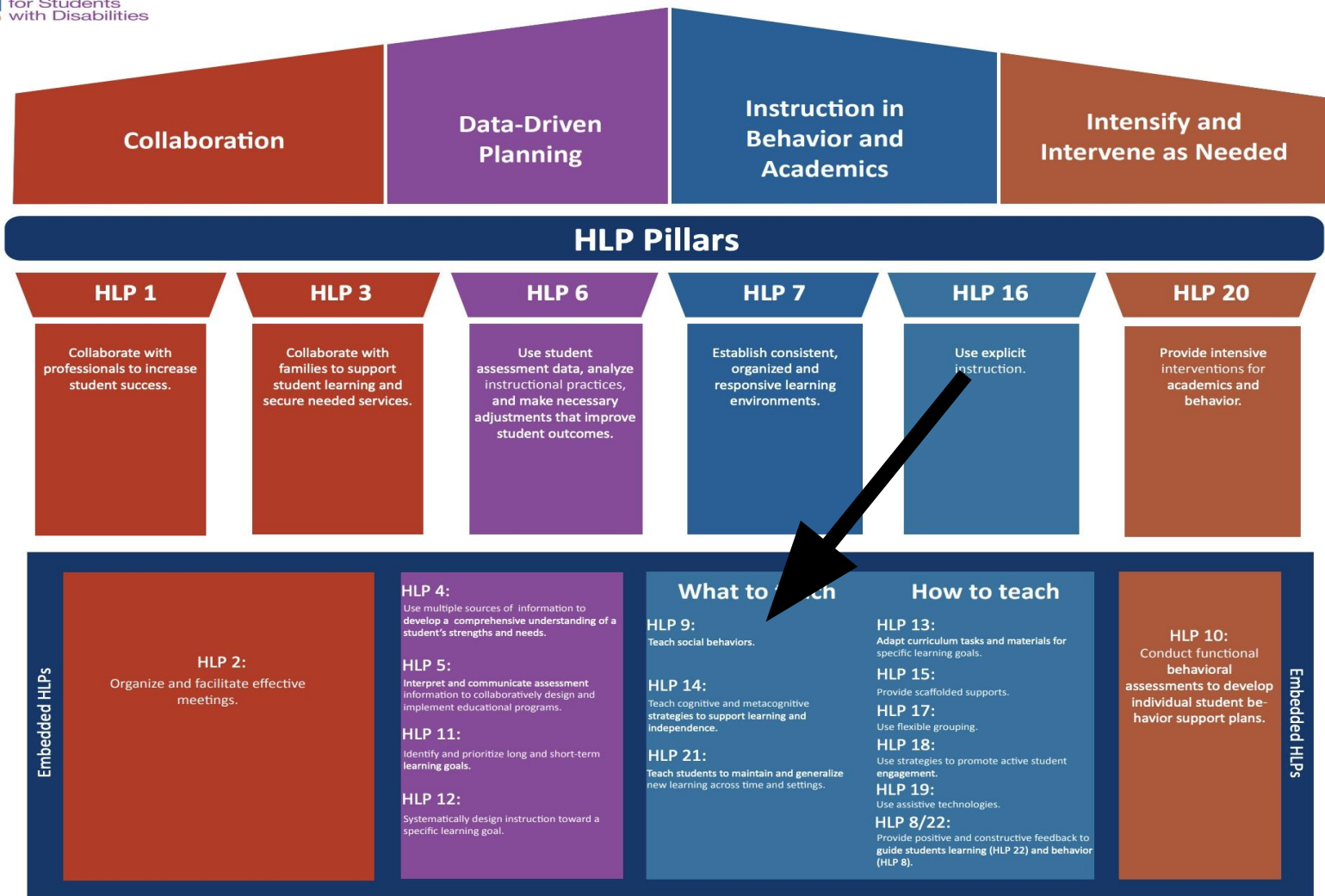
Teach Social Behaviors

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2024 Revision - NC HLP Resources



This graphic has been updated for accessibility purposes for the NCDPI OEC.

Objectives

- Identify areas of social skills instruction and develop aligned IEP goals along with methods of progress monitoring.
- Explain the importance of social skills instruction.

Establishing a Multi-Tiered System of Instruction for Social Behaviors

Social-Emotional Learning (NC)

A broad, schoolwide or classroom-wide framework that promotes students' overall social, emotional, and behavioral development.

Focus areas (often aligned to CASEL):

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Social Skills Instruction

Explicit, targeted teaching of specific, observable social behaviors.

Focus areas:

- Initiating conversations
- Taking turns
- Requesting help
- Handling conflict
- Following social rules

Teach Social Behaviors

Social skills are “a set of skills individuals perform within situations and contexts that help them communicate and interact appropriately with others” (Walker & Owiny, 2024).

Social skills instruction for a SWD should address skills that are: (1) identified through individualized assessment, (2) explicitly taught with numerous opportunities to practice acquisition and generalization across settings (3) while the student receives ongoing positive and corrective feedback.

Which social skills do I address?

- There are many frameworks and supportive resources for social skills instruction.
 - Here's one [example](#).
- How do you currently identify the social skills for which your students need explicit instruction?
- What type of informal or formal assessment data do you have access to?

How do I teach social skills?

- Design social skills instruction that supports the general learning process, including all four phases:
 - acquisition
 - fluency (performance)
 - generalization
 - maintenance
- Embed social skills instruction into daily planning
 - mirrors real-world application
 - assists students with navigating real-time social situations

“WE DO” Activity

Student: Aaliyah

- **Grade:** 7
- **Disability Category:** Emotional Disability
- **Setting:** General education with resource support

Description of Difficulty

Aaliyah frequently misinterprets peer comments as disrespectful or intentional insults. When conflicts arise, she responds impulsively by yelling, using sarcasm, or walking out of class without permission. After incidents, Aaliyah often states, “They started it,” and struggles to identify alternative ways she could have responded. Peer relationships are strained, and classmates are reluctant to work with her.

“YOU DO” Activity

Student: Diego

- **Grade:** 9
- **Disability Category:** Speech or Language Impairment
- **Setting:** General education

Description of Difficulty

Diego rarely initiates conversation with peers and often responds with one-word answers. During group projects, he completes his portion independently but does not share ideas or ask for clarification. Peers perceive him as uninterested or disengaged, though Diego reports feeling anxious about “saying the wrong thing.” Teachers note that Diego avoids situations requiring collaboration or oral participation.

Exit Ticket Activity: Change in Thinking

On a sticky note, answer the following question.

What belief or assumption about social skills instruction shifted for you today?