



SPED 843

M3 Assignment: Social Skills Instruction

Instructions

For this assignment, you will write a 1-2 page, single-spaced summary of a social skills intervention that can be implemented in a classwide or small group format. Please include information from your Module 3 readings and citations from the intervention guides. All components of the assignment can also be found in the assignment description PDF attached to this page. Please submit this assignment in APA format using headings and references. You do not need a title page.

Purpose

To synthesize students' knowledge about evidence-based social skills instruction for students with or at-risk for disabilities in a product that can be referenced in their future careers.

Points: 100

Submitting: a file upload

Assignment Steps

1. Complete M3 course readings and investigate intervention webpages.
2. Select a social skills instruction program to review. You must select an intervention from the course readings for module 3 (e.g., *Tennessee Behavior Supports Project*) or from the *Find What Works* website:
<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities,Behavior>
3. Be sure your social skills instruction program teaches social skills rather than just addresses problematic behaviors.



4. Access suggested websites to help you learn about the social skills interventions from the *Tennessee Behavior Supports Project Reading* or <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities,Behavior>
5. Create a 1-2 page (single spaced) resource guide that can be used as a quick reference to find information and research-evidence supporting the social skills intervention.
6. The 1-2 page (single spaced) resource guide should include the required information provided in the table below.
7. Include text, figures, tables, and/or graphics to assist the reader in quickly finding information.



Social Skills Instruction Resource Summary Required Components

Name and describe the social skills instructional program or intervention

- essential components
- materials
- a *brief* summary of the evidence supporting the practice
- include an in-text citation to support these statements (likely from the resource webpage or intervention summary)

Define the population in which the intervention/instruction is considered an evidence-based practice or promising practice

- include the ages, grades, and disability categories in which it is an EBP
- include the ages, grades, and disability categories in which the practice is promising or possibly effective
- include the ages, grades, and disability categories in which the practice has been found to not be effective
- include an in-text citation to support these statements (likely from the resource webpage or intervention summary)

List the settings in which the instruction can be implemented (e.g., small group, whole group)

- list two suggestions for when the instruction could be implemented (e.g., morning meeting, after school group, embedded in math instruction)

Describe the instructional procedure used to implement the intervention

- the procedure should be listed with sufficient detail that someone could implement it using your guide (e.g., read scripted materials in prescribed order for the unit, instructor selects skills to be taught and embeds 2-3 opportunities to practice throughout the day)

Identify skills that can be taught using the program or intervention (e.g., empathy, sharing, getting ready to learn)



<ul style="list-style-type: none"> • this can be in a list format or a table • skills are clearly defined so a novice adult could describe the skills to a family
<p>List who can implement the intervention</p> <ul style="list-style-type: none"> • teachers, paraprofessionals, peers, family members, speech-language pathologists • describe the training required to implement the intervention and any cost associated (if applicable)
<p>Include at least 2 resources specific to this instructional program or intervention (including links)</p> <ul style="list-style-type: none"> • 1 resource must include a family or student resource • 1 must include a link or citation to the research literature supporting the practice
<p>The summary should be 1-2 pages in length and single spaced. Please use APA formatting (Times New Roman size 12 font, reference in APA format, and APA headings).</p>
<p>Upload your assignment as a Word document or PDF (if using Apple's Pages please export to word doc or PDF). Please use the following file naming convention: LASTNAME_FIRSTINITIAL_SPED843_M3_SSI.docx.</p>



Social Skills Instruction Rubric

Component	Full Credit	Points Possible	Points Earned
<i>Name and Definition</i>	The instructional program or intervention is named and the definition includes all critical components of the instructional program or intervention required to implement, including essential components, materials, and a brief summary of the evidence supporting the practice. Include an in-text citation to support these statements (likely from the resource webpage or intervention summary).	15	
<i>Population</i>	The ages and disability categories in which the intervention/instruction is considered an evidence-based practice are clearly defined, as well as those for which the practice is considered promising or possibly effective. Any populations in which the intervention, accommodation, modification is found to be <i>not</i> effective are defined (if applicable). Include an in-text citation to support these statements (likely from the resource webpage or intervention summary)	20	
<i>Setting</i>	The settings in which the instruction or intervention can be implemented are listed. At least two suggestions for when instruction could be implemented are included.	10	
<i>Procedure</i>	Describe the instructional procedure used to implement the intervention the procedure should be	15	



	listed with sufficient detail that someone could implement it using your guide (e.g., read scripted materials in prescribed order for the unit, instructor selects skills to be taught and embeds 2-3 opportunities to practice throughout the day).		
<i>Skills</i>	List of the skills that can be addressed or taught using the program or intervention. Skills are clearly defined so a novice adult could describe the skills to a family.	15	
<i>Implementers</i>	List of implementers of the intervention <i>and</i> required training to implement with fidelity are included.	15	
<i>Additional Resources</i>	At least two resources are listed to support implementation (including links or citations). At least one resource targets support for families or students. At least 1 resource includes a link or citation to the research literature supporting the practice.	5	
<i>Writing</i>	Correct grammar, clear and concise writing and organization, correct APA-style reference and APA-style headings and abbreviations. People-first language is used. No spelling errors.	5	