

A Social Skills Continuum K-12

Meeting the Needs Conference October 2017

developed in collaboration with EAs and ABA Specialist, RCCDSB

Jennifer Reid-Hudson, M.Ed ABA Specialist, RCCDSB



Objectives

To provide the participants with a summary of the Renfrew County Catholic District School Board's journey in developing a Social Skills Continuum (SSC).

Why did we create the SSC?

- To create a document for teachers, EAs and administrators to reference when identifying key social skills (skills to support independence).
- To create common language.
- To develop an understanding of the developmental growth from Kindergarten to grade 12 - in the 9 skills identified.

The beginning of our journey

1. “The Road to Independence” EA and ECE Training Initiative 2013-2018.
2. Professional Development offered beginning October 2013:
 - a. Building a team (presented by Lois Parkinson, consultant)
 - b. Prompting and Prompt fading (presented by Jennifer Reid Hudson, ABA Specialist, RCCDSB)
 - c. Data Collection (presented by Jennifer Reid Hudson, ABA Specialist, RCCDSB)
 - d. Mental Health in the classroom (presented by Rebecca Paulsen, Mental Health Lead, RCCDSB)
 - e. ABA, Motivation and Reinforcement (presented by Jennifer Reid Hudson, ABA Specialist, RCCDSB)
 - f. Prevent, Teach and Reinforce (presented by Lois Parkinson, consultant)
 - g. Supporting student’s speech and language in the classroom (presented by Melissa Jane SLP, RCCDSB)
 - h. Assistive Technology (presented by RCCDSB SEA trainers)
 - i. Supporting students with ASD in the classroom (presented by Jennifer Reid Hudson, ABA Specialist, RCCDSB)-school specific
 - j. Development of the Social Skills Continuum (EAs and Jennifer Reid Hudson, ABA Specialist, RCCDSB)

Creating the Social Skills continuum (SSC)

1. 9 skills were selected/presentation developed for EA PA day (Nov 2016)
2. PA day (November 2016): EAs were in groups of 4-6
3. Sharing of research/group input
4. Draft #1
 - a. Edit
 - b. Discover the difference between research and staff expectations
 - c. Draft copy distributed to EAs
5. SSC document shared with Coordinators of Special Education
6. Draft #2...
 - a. Edit again
 - b. Changes made

Creating the Social Skills continuum (SSC)

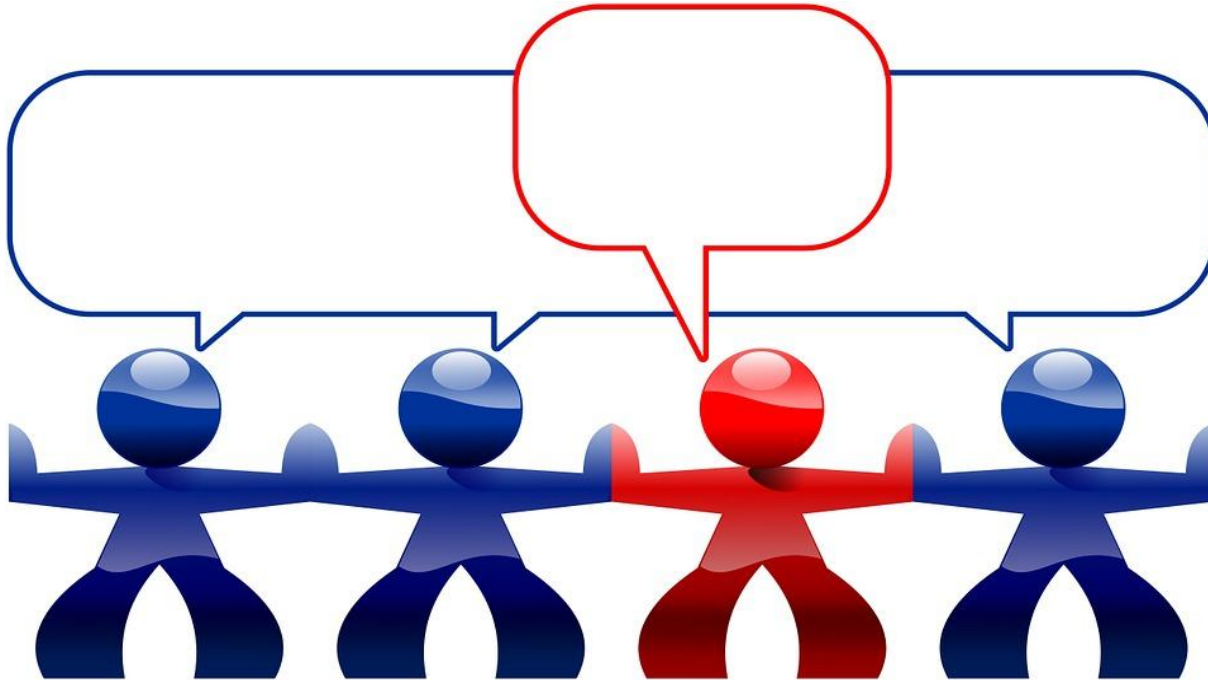
7. Share SSC at Meeting the Needs Conference Oct 2017--feedback
8. Share SSC with SERTs within RCCDSB--feedback
9. Share SSC with Administration/SEAC within RCCDSB--feedback
10. Incorporate feedback from participants at Meeting the Needs Conference, SERTs and Administration
11. Draft #3
12. Final copy--distribute to staff within RCCDSB and other boards (if requested)

Why these 9 skills?

Some of the skills are identified on the Ontario Provincial report card...learning skills & work habits

Skills most often identified by educators as challenging/barriers for many students to develop independence

Now the work begins....



9 skills

Resilience

- Connection between resilience and academic learning
- Resilience is not static
- Resilience is particularly important during adolescence and is associated with fewer mental health difficulties and greater life opportunities

“When children are resilient, they are braver, more curious, more adaptable, and more able to extend their reach into the world” (www.heysigmund.com)

Self-Regulation

- Central to the ability to learn
- Learning occurs best when a child is calm, focused and alert (Learn: The Magazine of BC Education, issue 2, summer-fall 2012)

Organization

- Students with good organizational skills have the ability to create and maintain systems to keep track of information and materials (www.additudemag.com)

Time Management

- Time Management plays a major role in academic success; from recognizing the need for preparation, to having a good sense of how long assignments might take and the ability to prioritize activities (www.learningworksforkids.com)

Self-Advocacy

- Students develop the understanding of their strengths and needs and the ability to share this information with educators
 - Understanding that taking risks are OK and it's OK to make mistakes/be different (www.ldatschool.com)

Problem solving

- Learning how to problem solve is a critical skill for school readiness
- Problem solving skills is seen as one of the critical 21st Century skill (msue.anr.msu.edu)

Cooperation

- Increase expectation of group work in schools

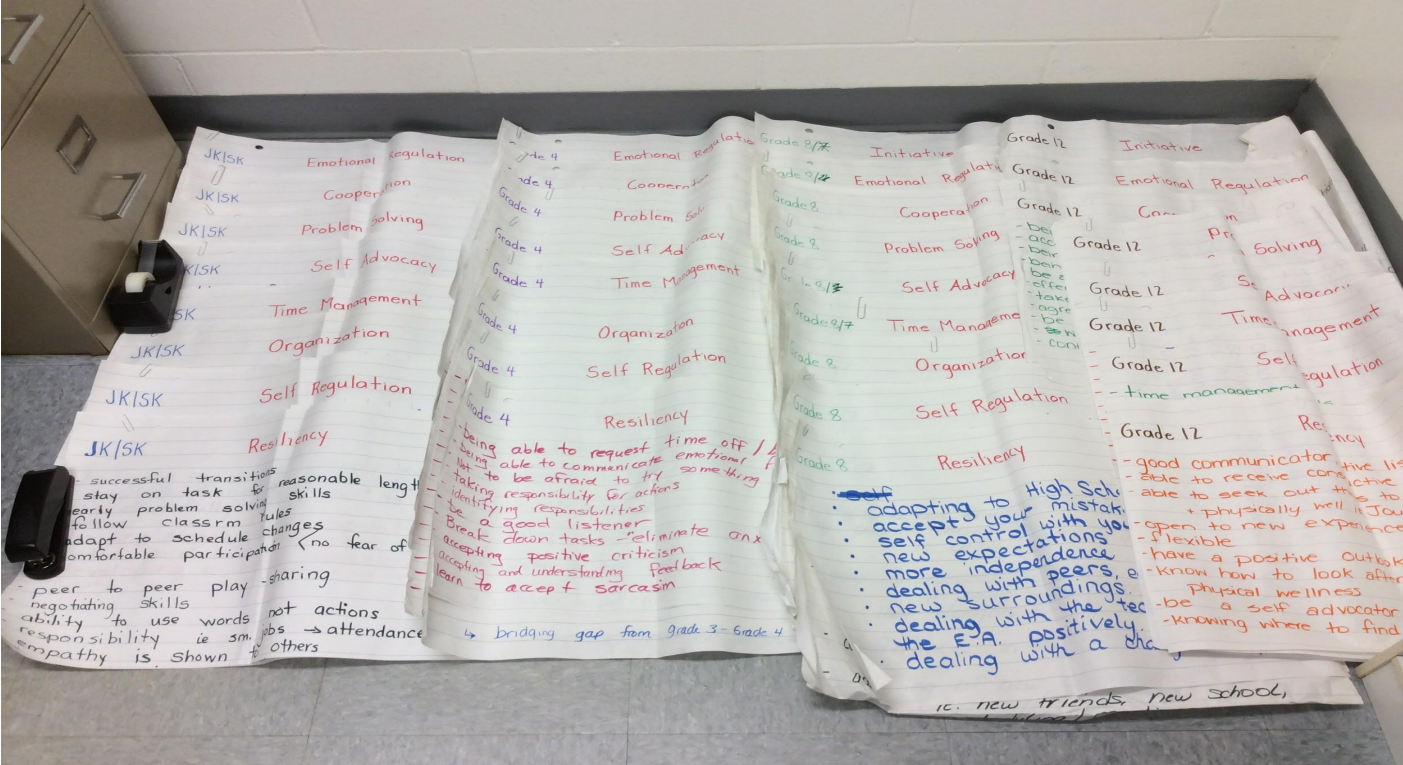
Emotional Regulation

- “Emotional Regulation is the platform from which you launch all of your academic skills....
- How people regulate emotions affects their relationships, well-being and stress”
(www.mohawk.com)

Initiative

- Increasing students’ abilities to demonstrate initiative is an important objective for career success (www.signalsuccess.org)

Input from EAs



Jennifer Reid-Hudson, M.Ed ABA Specialist, RCCDSB

Reviewing the information

Questions generated from the process:

- Are “our” expectations realistic/developmentally appropriate?
- Do we need to adjust our expectations when we are engaging with students (with special needs)?
- What, if any, problems does the mismatch create...if there is a mismatch?
- How do we bridge (close the gap) between educators’ expectations and the skill set of the student(s)?
- How do we ensure all educators are familiar with the skills outlined in the SSC?
- Creating common language: What is the value in developing common language for educators?
- How do we “teach” these critical skills to students?

Next step in SSC project

- Continue to research and update the 9 skills to ensure current and accurate information is included in the document.
- Create a teaching/strategies guide to teach each skill specific to the four grade levels.
- Receive feedback from RCCDSB staff (EAs, Teachers, Administrators, Special Education Team).

Social Skills Continuum

Handout draft copies-please return copies

Questions & comments

References

Learn: The Magazine of BC Education, issue 2, summer-fall 2012

www.heysigmund.com

www.additudemag.com

www.learningworksforkids.com

www.ldatschool.com

www.msue.anr.msu.edu

www.mohawk.com

www.signalsuccess.org