

## TEACHING PROSOCIAL SKILLS FOR ACADEMIC AND BEHAVIORAL SUCCESS

Most schools rely heavily on discipline or behavior management systems to try to correct a student's inappropriate behaviors. The assumption in such cases is that the student already has appropriate social responses in reserve that they can draw from to behave as expected or desired.

Since Prosocial skills training is a behavior deficit model, it assumes that students:

- 1). May **not know** the appropriate social response
- 2). Cognitively know the appropriate behavior but have **never practiced it** therefore being **unlikely to use it** or **use it ineffectively**
- 3). Used an appropriate social response in the past and **received negative feedback** causing them to revert to inappropriate habitual response patterns.

This workshop **helps staff learn how** to teach their students with underdeveloped, immature or inappropriate school interactions the prosocial skills they lack. It **will familiarize staff** with structured learning programs and materials designed for prosocial skill development. The focus of the workshop is to help staff shift from looking at what the student is doing incorrectly to determining what the student needs to learn.

## **KEEPING EVERYONE SAFE**

One of the **primary concerns staff members have is how to work with a student who is, or has the potential to become, physically aggressive.** The workshop, **'Keeping Everyone Safe' prepares staff** emotionally, mentally, and physically to cope with acting out, aggressive children and young adults.

The **primary goal of this program is to equip staff with the knowledge and skills that will enable them to avoid and de-escalate crisis situations without the need for physical intervention.** However, since physical intervention can be deemed necessary for the safety and well-being of the students, staff and environment, **participants will also be taught non-aggressive intervention techniques.**

### **This program includes:**

- Sources of aggressive behavior
- Stages of crisis development
- Keeping others safe
- Supportive verbal and non-verbal de-escalation strategies
- Physical responses to attack
- Supportive physical intervention and transport techniques
- Crisis team development, roles, and communication
- Talking with students after a crisis
- Development of policies and procedural safeguards.