

## TEACHING THE SKILLS FOR SUCCESS

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This two day (10 hour) workshop, designed for up to 40 participants, familiarizes staff with structured learning programs and materials designed to teach children with underdeveloped, immature or inappropriate school interactions, prosocial skills. Staff learn to shift their focus from what the student is doing incorrectly to determining what skills the child needs to learn. This workshop is especially appropriate for classroom teachers, counselors, psychologists, and crisis support staff.

### COURSE CONTENT

Most schools rely heavily on discipline or behavior management systems to try to correct students inappropriate behaviors. However, these systems presume that students already have appropriate social responses in their behavioral repertoires. Prosocial skills training is a behavior deficit model. It assumes that the students may:

1. not know the appropriate social response
2. cognitively know appropriate behavior but have never practiced it and are, therefore, not likely to use it or use it ineffectively
3. have used an appropriate social response in the past and received negative feedback causing them to revert to inappropriate habitual response patterns

Since some students, for whatever reason, are evidencing chronic, non-productive behavior patterns which do not respond to traditional disciplinary systems, staff need to develop both formal and informal strategies for how to help students learn and practice appropriate social skills.

Participants learn that prosocial skills training is similar to teaching students other skills. It begins with task analyzing the component parts, modeling, establishing relevancy, role playing (guided practice), performance feedback, and transfer of training (independent practice).

Through actual "hands on" experience during the workshop, staff learn how to:

- assess skill deficiencies
- task analyze social skills
- develop individualized, prescriptive curriculum plans
- establish a group
- develop group rules/norms
- develop effective modeling displays
- conduct lessons using the Steps of Structure Learning
- motivate student participation
- manage resistant students

- involve other staff and parents in reinforcing new skills
- evaluate student progress

### **PARTICIPANT FEEDBACK**

*"The subject is more complicated than it appears on the surface. The role plays are not easy but they are vital!"*

**Pat Cutulle, School Psychologist**, Victor Central School District

*"Applicable for any staff member."*

**Ellen Lester**, School Counselor, Victor Central School District

*"Very useful, hands on workshop. I enjoyed the sharing and working through the skills. I will definitely use this information in my classroom."*

**Judy Schnitzler**, Special Education Teacher, Gates-Chili CSD

*"This course/program should be a key component in schools! It shows how to start helping children learn how to change their negative behavior rather than continue to only punish. It s amazing how easily we want to react to what s happening rather than getting to the cause of the actions."*

**Emlyn Ward**, Resource Teacher, Waterloo Central School District

*"With more and more students appearing to be socially unprepared to work effectively in the classroom, we have been trying to spend more time teaching social skills. The content of the workshop will help us to be more effective at this."*

**Susan Jerva**, 4<sup>th</sup> Grade teacher, Union Springs Central School District