

Creating Opportunities for Appropriate Social Behavior

How can we create opportunities for appropriate behavior?

<p>First, understand opportunities are:</p> <ul style="list-style-type: none"> • Always occurring • Can be natural or created • Can enhance learning 	<p>Next, identify opportunities that can increase appropriate social behavior:</p> <ul style="list-style-type: none"> • Initiations • Acknowledgments • Collaboration
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Specific Feedback

<p><u>Feedback:</u></p> <ul style="list-style-type: none"> • Is given to increase the likelihood desired behaviors occur again • Needs to be specific • Needs to be given immediately following the desired behavior • Can be paired with a tangible reinforcer 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • “Nice job choosing a self-control strategy to get calm” • “Excellent job using a comment to express how you felt about the idea being discussed ” • “I like how you allowed others to take a turn to share an idea” 	<p><u>Non-Examples:</u></p> <ul style="list-style-type: none"> • “Good work” • “Nice job” • “Way to go” • “Thanks for doing that”
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Initiations

<p><u>Initiations:</u></p> <ul style="list-style-type: none"> • Are used to start a conversation • Begin a greeting • Are necessary for having conversations • Show others you are interested • Are used to seek information from others 	<p><u>Students Need To:</u></p> <ul style="list-style-type: none"> • Identify when to make an initiation • Understand different types of initiations (non/verbal greetings, eye contact, etc) • Initiate conversations with various people (adults and peers) • Initiate conversations for various purposes (obtain help, share an idea, leisure) 	<p><u>Creating Opportunities:</u></p> <ul style="list-style-type: none"> • Provide students opportunities to talk with one another • Acknowledge initiations made to you by students • Provide opportunities for students to work collaboratively • Provide specific feedback on use of skills 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • “Hey Alex, gotta second?” • “Mrs. Smith, can I talk with you?” • “Excuse me Todd, I have been thinking about our assignment and I have come up with some ideas”
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Acknowledgments

<p><u>Acknowledgements:</u></p> <ul style="list-style-type: none"> • Can be done verbally or nonverbally • Show you’re listening and being polite • Verbal: allow for more ideas to be shared • Verbal: include comments & clarifiers 	<p><u>Students Need To:</u></p> <ul style="list-style-type: none"> • Wait before responding (3-5 sec) • Allow speaker to finish before responding • Make on-topic acknowledgments • Disagree politely 	<p><u>Creating Opportunities:</u></p> <ul style="list-style-type: none"> • Pair students up who have common interests • Allow students to acknowledge ideas (good or bad) as they work collaboratively 	<p><u>Examples:</u></p> <p>Verbal:</p> <ul style="list-style-type: none"> • “That is a great idea” • “I like that movie too!” • “I think your idea is interesting but I don’t agree” <p>Non-verbal:</p> <ul style="list-style-type: none"> • Nodding head “yes”
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<ul style="list-style-type: none"> • Nonverbal: can be done while the speaker is talking 	<ul style="list-style-type: none"> • Use an appropriate volume and tone 	<ul style="list-style-type: none"> • Take time to acknowledge students' ideas • Provide specific feedback on use of skills 	<ul style="list-style-type: none"> • Shaking head "no" • Shrugging your shoulders
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<i>Collaboration</i>			
<p><i>Collaboration:</i></p> <ul style="list-style-type: none"> • Is a social process that supports learners' development • Enables students to learn by drawing on the expertise of their peers • Allows students to problem solve and develop critical thinking skills • Allows the role of the teacher to shift from being deliverer of material to facilitator of learning experiences 	<p><i>Students Need To:</i></p> <ul style="list-style-type: none"> • Make initiations to discuss assignment • Share ideas (using speaker/listener roles) • Acknowledge ideas by using comments, clarifiers or extenders • Recognize others have differing ideas • Identify and respond to others emotions • Use self-control strategies to stay calm • Come up with solutions to problems • Compromise by conceding some of what they want 	<p><i>Creating & Facilitating Opportunities:</i></p> <ul style="list-style-type: none"> • Use the different types of cooperative learning groups to plan lessons accordingly • Ask open-ended or non-specific questions • Structure group projects by assigning students roles • Circulate among groups to ensure understanding • Provide time prompts to allow for activity completion • Provide immediate and specific feedback 	<p><i>Objectives:</i></p> <ul style="list-style-type: none"> • Promote positive Interdependence • Hold individuals accountable • Provide opportunities for success <p><i>(See Using Cooperative Learning Groups Tip Sheet)</i></p>

Addressing Details: The student is having difficulty ...

<i>Making Initiations:</i>	<i>Possible Strategies:</i>	<i>Feedback:</i>
<ul style="list-style-type: none"> • Making initiations to share ideas • Identifying appropriate times to make initiations • Making initiations with various people (peers and adults) 	<ul style="list-style-type: none"> • Provide opportunities for collaborative work (make decisions, get information from other students) • Structure opportunities by: withholding needed items, run an errand where they have to interact with others socially, etc. 	<ul style="list-style-type: none"> • Provide specific and immediate feedback when the student demonstrates the behavior • "Tom, I appreciate how you waited to talk to Mrs. Smith"
<i>Acknowledging others:</i>	<i>Possible Strategies:</i>	<i>Feedback:</i>
<ul style="list-style-type: none"> • Responding to greetings • Acknowledging the ideas made by their peers • Acknowledging teachers respectfully 	<ul style="list-style-type: none"> • Come up with a non-verbal acknowledgement system students can use to acknowledge their teachers in public 	<ul style="list-style-type: none"> • Provide specific and immediate feedback (or as soon as you see the student) when the student demonstrates the behavior

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	<ul style="list-style-type: none"> • Have students role-play & discuss situations where they have to identify when/how to acknowledge others 	<ul style="list-style-type: none"> • “Sarah, great job acknowledging me on the way to class today”
<i>Working Collaboratively:</i>	<i>Possible Strategies:</i>	<i>Feedback:</i>
<ul style="list-style-type: none"> • Making initiations to share ideas • Acknowledging initiations • Acknowledging ideas shared by their partners • Understanding give and take needed to compromise 	<ul style="list-style-type: none"> • Provide pre-corrects • Partner student with appropriate peers to model use of skills • Provide opportunities to work collaboratively starting with small projects and working towards larger projects 	<ul style="list-style-type: none"> • Provide specific and immediate feedback when the student demonstrates the behavior • “Nice job, allowing everyone to share their ideas, Bob”

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