Hand in Hand:
Social Skills Instruction Meets Academics

Michelle Marchant, Ph.D
Sue Womack, MA
If a student can not…

Read… we teach

Do Math… we teach

Behave… Do we teach?
Universal & Preventive

• Supports ALL students
• Provides a context
• Provides peer modeling
• Promotes academic growth

• Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Lewis & Sugai, 1999; Sailor, Stowe, Turnbull, & Kelinhammer-Tramill, 2007; Warren et al., 2006
• Joseph & Strain, 2003; Stewart, Bennter, Martella, Marchand-Martella, 2007; Zins, et al., 2007
“…addressing students’ social and emotional development is not an additional duty charged to schools along with academic instruction, but rather is an integral and necessary aspect to help all students succeed” (Zins et al. 2007, p.193).

Integrating social/emotional and academic interventions produces positive outcomes in both the behavioral and academic domains.
Full Plate

Zins, et al., 2007 Rhodes & Englund, 1993
Questions

• 1. What is the nature of the teachers’ implementation of the Book in a Bag lesson plans and materials in their classrooms (e.g., length of lesson, quality of instruction)?

• 2. What is the effect of the teachers’ implementation of the integrated lessons on student knowledge of social skills?
Book in a Bag (BIB)
Connection with Bibliotherapy

- In bibliotherapy “…general behaviors rather than discrete skills are taught” (Forgan & Gonzalez-DeHass, 2004, p. 25)
  - Identification with characters.
  - Free expression from safe point of view
  - Gain insight
BIB in Contrast

- Book in a Bag lessons teach specific skills explicitly
- Gresham (2001) summarizes: “Evidence for the efficacy of cognitive behavioral procedures (i.e. social problem-solving…) is far weaker [than direct instruction] (p. 335).
Literacy Lessons

- Drawn from state core curriculum
- Variety of teaching strategies
- Includes writing, comprehension, word study, structural analysis
Social Studies Lessons

• Drawn from state core curriculum
• Variety of teaching strategies
• Includes geography, culture, civics, & history
Social Skills Lessons

List of state standards addressed in the lesson
Material list
Lesson Objectives

Direct Teaching Sequence
Anticipatory set—Arouse interest
Name & describe the skill
Give a rationale for the benefits to the students for learning the skill
Model—Teacher models the correct use of the skill
Check for understanding—Students practice saying the steps
Guided practice—Students practice using the skill in a context
Feedback—Praise and feedback are given
Plan for future appropriate use of the skill.
Process

- Assess social skill needs
- Choose social skills

- Select books
- Integrate subjects

- Teach BIB lessons
Assess social skill needs
Choose social skills

- Screening
- Teacher Observation
- ODR data
Select books for subject integration

- American Library Association

- Teaching Character Through Literature

Children’s Literature, Briefly
By Mike Tunnell & Jim Jacobs
Teach BIB lessons
Benefits

- Multiple settings
- Multiple people
- Instructional variety
Home Notes

• Generalize beyond school
• Inform families
• Promote further skill practice
Preliminary Findings

• Teachers find BIB acceptable
• Teachers likely to implement
• Faculty report students acquire & apply skills
• Faculty report improved skill knowledge
Implications for Schools

- Increase of social skill instruction is likely
- Strengthens schoolwide PBS
- Promotes peer ‘entrapment’
- Basal program themes often a difficult fit with BIB
Next Steps

- Typical social skills program compared with BIB
- Tighter experimental control
- Parent involvement
- Tier II & Tier III effects
- Revise bag development process
- Study professional development
Michelle Marchant
Associate Professor
Special Education
340 McKB
Brigham Young University
Provo, UT 84604

Sue Womack
Doctoral Candidate
Educational Leadership & Foundations
Brigham Young University
Provo, UT 84604

236 S 700 E
Provo, UT 84606
(801) 377-0560
Fax (801) 377-0597
byu.pbsi@gmail.com