

INTERVENTIONS

Solid Roots Intervention: Skill Instruction

Purpose: To address behavior skill or performance gaps through instruction and teach students how to access their functional needs. Instruction should be provided in the same way teachers provide direct instruction for students struggling in the area of academics and should be delivered on a daily basis. Solely instructing students in skills during “teachable moments” is not sufficient.

Preparing for Instruction
Instruction occurs daily.
Established classroom procedures are posted or otherwise evident.
Instructor uses a prepared lesson plan or curriculum materials.
Materials are ready and prepared in advance.
Beginning Instruction
Instructor greets students in a positive manner at the start of the class period.
Instructor posts and/or states the lesson objective.
Students begin a warm-up or starter activity within one minute of the start of the class period.
During Instruction
Direct instruction includes the use of visuals and examples.
Instructor solicits student feedback and ideas throughout the lesson.
Students are provided time and activities for individual or group practice of skills.
Students remain engaged in the lesson throughout the instructional period.
Connections are drawn between new skills and previous knowledge in order to generalize skills.
Instructor checks for student understanding throughout the lesson.
Concluding Instruction
Instruction ends with a summary or wrap-up activity.
A positive launch is provided at the end of the instructional time period as students transition to a new activity or new instructional setting.



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Planning for Skill Instruction

Explicit, direct instruction in behavioral skills, tailored to individual needs, is a critical intervention in the Solid Roots framework. The table below addresses the logistics of planning and implementing this instruction:

Who?	All students in need of intense support through the Tier 3 Solid Roots framework should receive behavior skill instruction. Instruction should be modified as appropriate for age and cognitive readiness.
What?	The Solid Roots Skill-Building Resources include lessons to teach students about the essential interventions of the framework and support the establishment of a positive classroom environment. These should be the first lessons taught to students during the skill instruction time, as they lay the foundation for support. After the foundation is established, instruction should be individualized and based on student needs and behavior goals as identified in the behavior pathways. Due to the individualized nature of Tier 3 instruction, skill instruction for this group of students cannot be provided by following a pre-established scope and sequence from a particular set of materials. Instructors will need to independently plan lessons and the content of these lessons may flex from year to year or group to group.
How?	Skill instruction should be delivered utilizing the same quality practices a classroom teacher employs for academic content. Skills should be directly taught by the instructor, practiced in a group, and demonstrated independently. Role play is an essential activity in the social skills classroom. Students must experience the situations and emotions in which they exhibit challenging behaviors in order to learn approximate behaviors and put into place coping skills. Review of previous concepts should take place periodically and connections between new concepts and prior knowledge should be presented.
When?	For students in need of Tier 3, individualized behavior support, it is recommended that behavioral skill instruction be provided daily. The length of this instructional time will vary by age and cognitive level, but on average, 30 min/day is recommended. Students with the most intense needs may require multiple doses of instruction each day to support their learning needs. While natural and authentic opportunities to practice skills should occur throughout a student's day, direct instruction on the skill must take place before staff can cue/prompt the skill or expect students to display the skill spontaneously. Merely teaching skills "in the moment" cannot take the place of planned, prioritized instruction.



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Behavior Skill Instruction: Weekly Schedule Example

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily: 30-45 minutes	Skill review from the prior week, discuss application opportunities from the weekend. Introduce the objectives for this week's lessons.	Warm up, direct teach of new skill #1 and provide independent practice and/or group application.	Review skill #1 and engage in additional practice or differentiated activities.	Warm up, direct teach of new skill #2 and provide independent practice and/or group application.	Review skill #2 and engage in additional practice or differentiated activities. <i>On some Fridays, save time for students to review their progress on goals.</i>
Daily: 15-20 minutes	Skill review from the prior week. Introduce objective for this week.	Warm up & direct teach of new skill.	Independent practice or group application of new skill.	Additional practice of skill & wrap-up.	Extension or differentiation activities. <i>On some Fridays, may have students review their progress on goals instead.</i>
Three days per week	Skill review from the prior week. Introduce objective and direct teach of new skill.		Review skill and independent practice or group application.		Additional practice of skill & wrap-up. <i>On some Fridays, save time for students to review their progress on goals.</i>
Self-contained: Daily Double-Dose	Skill review from prior week, discuss application from the weekend.	Introduce and direct teach of skill #1.	Skill #1 review & additional practice.	Guided practice of skill #2.	Review the skills taught this week, play game or other extension activity.
	Goal setting for the week.	Guided practice of skill #1.	Introduce and direct teach of skill #2	Additional practice of skill # 2	Goal reflection, review individual progress monitoring data.

*Checking grades, organizing notebooks, or other study skills may take place instead of additional practice of skills when necessary.

