

## *Small Group Direct Instruction for Academic and Social Skills*

### **Pre-Instruction Decisions:**

*Determine:*

1. Which students will be taught in a group
2. What academic behaviors you will teach
3. What procedure you will use (see Progressive Time Delay or System of Least Prompts)
4. Whether you will use an attending cue
5. How long sessions will last (how many trials)
6. What reinforcers will be presented

### **Teaching Steps for Academic Behaviors:**

1. Set up materials, including reinforcers and data collection sheets *before* children arrive
2. Allow children to choose reinforcers
3. Begin instruction, using chosen procedure
4. Reinforce correct responses
5. Collect data immediately following each trial
6. Conduct trials as quickly as possible (minimize wait time)
7. Summarize data after the session (e.g., percentage unprompted correct responses)

### **Improving Social Behaviors during SGDI:**

- Provide students with consistent and salient opportunities to engage in pro-social behaviors towards their group mates
- Prompt students to engage in behaviors (using the same prompting procedure as those used for academic instruction)
- Reinforce prompted and unprompted pro-social interactions

*Examples:*

- Rather than providing tokens or other reinforcers to a student, teach group mates to provide them when a student gives a correct academic response
- For correct responding, give multiple tokens instead of just one. Teach students to share their tokens with each other.
- Teach students to provide compliments and other empathetic feedback (e.g., “you got it right!” or “that was a hard one” or “you’ll get it next time”)
- Teach students to comment to each other regarding their responses and other relevant information (e.g., “I’m working for computer time” or “I have 6 tokens”)

### **Data collection:**

Record whether the child made a correct response or an error, and whether it was before or after the prompt.

*Unprompted correct:* Correct response, before the prompt.

*Prompted correct:* Correct response, after the prompt.

*Unprompted error:* Error, before the prompt.

*Prompted error:* Error, after the prompt.

### **Data summary:**

When a child consistently responds without prompting with the target response (e.g., 100% unprompted correct responding), you can teach additional behaviors. It is always a good idea to periodically review previously mastered skills.