

Translating Research for Practice

Supporting Social Interactions in Small Group Settings

Velez et al. 2020



Overview



What is the purpose?

To examine the effectiveness of small group instruction on complex social behaviors (ex: sharing materials, complimenting a friend, offering to help).

Who received instruction?

Three 4-year old boys who were nominated by their classroom teacher because of delays in social competence.



Where did teaching take place?

Teaching took place during free play in an inclusive preschool classroom.



Components of Instruction

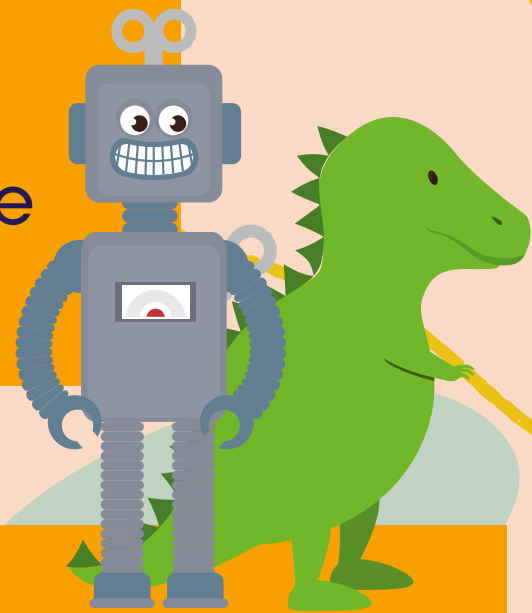
System of Least Prompts

SLP is a prompting procedure that has been effective for increasing play, social and some adaptive skills as well as conversation behaviors in young children.



Small Group Instruction

Small groups consisted of three separate pairs of 4-year old boys.



Partners

One child was randomly selected to receive a social skills intervention and the other served as a partner who observed the intervention occurring.



Small Group Instruction (SGI)

What is SGI?

SGI often includes teaching two to five children who can be working on either the same skills or different skills during SGI.

Why is SGI Important?

- More efficient than one-to-one instruction.
- More chances for observational peer learning.
- Provides more opportunities for supporting social skills.

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Key Findings

All participants who received SLP for social behaviors increased levels of independent social interactions during SGI.



In addition, two out of three partners increased levels of independent social interactions during SGI.



Take Aways

System of Least Prompts increased independent social interactions for children who received prompting and also for some partners who did not receive prompting in small group instruction.

STRATEGIES FOR TEACHERS

- Include many opportunities for SGI in the classroom.
- Other children can learn from the instruction provided to one child. SGI can be so efficient!
- Targeting more than one social skill for intervention may lead to more efficient instruction.



Citation

Velez, M.S., Barton, E.E., Yoder, P.J., & Wright, J.C. (2020) Systematic prompting of peer-related social behaviors in a small group academic instructional context. *Behavioral Disorders*, 1-13.

Research to Practice
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