IMPLEMENTING SOCIAL SKILLS TRAINING IN THE CLASSROOM FOR STUDENTS WITH SPECIAL NEEDS UTILIZING THE COMMON CORE STATE STANDARDS

A Project

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By
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Shaunna Arriaga

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Graduate and Professional Studies in Education
Abstract

of

IMPLEMENTING SOCIAL SKILLS TRAINING IN THE CLASSROOM FOR STUDENTS WITH SPECIAL NEEDS UTILIZING THE COMMON CORE STATE STANDARDS

by

Devan Adair

Shaunna Arriaga

Statement of Problem

In today’s classrooms, time is a valuable commodity. Educator’s may often feel time in the classroom should be focused on core subjects like Language Arts and Mathematics. The idea of creating a lesson, making time to implement the lesson, and assessing for skill mastery, can be an overwhelming experience for teachers, causing them to forego social skill training in the classroom. For students receiving special education services who are lacking in appropriate social skills, the impact of social skill deficits negatively affects academic progress.

Sources of Data

The data utilized for this project was collected by teachers and school staff in two Sacramento area schools, one non-public school and one public school. The authors engaged staff at each site in conversations discussing the implementation of social skill training in the classroom. Analyzing staff responses in conjunction with research on social skill training, the authors determined a set of themes: 1) students receiving special education services require social skill training as much as they require academic interventions, 2) meeting the social and academic
needs of the students would be more easily accomplished with more time allotted to social skill training in the classroom, 3) implementing Common Core based curriculum in the classroom increases opportunities for student collaboration, and 4) a well-designed professional development with a concentration on combining social skills with Common Core State Standards, can positively impact teacher ability to support students with special needs.

_______________________________________________, Committee Chair
Rachael Gonzales, Ed. D.

_______________________________________________
Date
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CHAPTER 1
INTRODUCTION

Statement of Collaboration

Meeting in an undergraduate program at California State University Sacramento, the authors connected over philosophies of education and a mutual passion for working with students with special needs. A professional relationship was built while working together in a Sacramento area non-public school. While working on that campus, the authors observed that the majority of students experienced social skill deficits related to their diagnosis. In addition, the authors recognized that teachers had difficulty implementing social skills training in the classroom while adapting to new Common Core State Standard (CCSS) curriculum. The authors recognized that social skill training is an area of need in classrooms serving students with special needs. As intern teachers in the credential program, we personally experienced the difficulty in balancing academic instruction, behavioral interventions, individualized goals, and social skill training all in one day. With our simultaneous professional and personal growth, we decided to collaborate for our culminating collegiate experience. Therefore, our common interest led to the development of our Master’s project designed for implementing social skill training in-line with Common Core State Standards for students with special needs.

Background of the Problem

Students diagnosed with behavioral issues or social disorders have difficulty interacting appropriately with peers and staff. As these students have difficulty participating appropriately in the classroom, many teachers are reactive rather than proactive in extinguishing these student’s
behaviors. According to the California Department of Education (CDE) 366,629 students in the state were suspended and 9,553 students were expelled in the 2012-2013 school year. State Superintendent of Public Instruction, Tom Torlakson stated, “Common sense tells us that we cannot teach students who are not in school” (Jung, 2013, p. 1). In response to teachers’ needs, the CDE is working on several initiatives to address student’s difficulties in classroom behavior by identifying positive proactive alternatives.

One possible proactive alternative is to provide students social skill intervention in the educational setting to help redirect inappropriate social behavior (Lopes, Monteiro, & Sil, 2004). However educators have limited time in the classroom for curriculum and instruction beyond academic standards. Teachers are accountable for meeting student’s academic, behavioral, social, and emotional needs, as well as, Individualized Education Plan (IEP) goals, Common Core State Standards, assessment throughout the year for progress monitoring, and all of the other daily responsibilities required. For Tami Brittenham, a teacher at Awbrey Park Elementary, teaching has become an overwhelming experience with oversized classrooms, new testing standards, and lack of prep time (Eckhert, 2014). Brittenham stated that it is difficult to meet all of the needs of her students, especially those with social-emotional and behavioral issues, with such little time in the day. When behavioral issues in the class occur, for Brittenham or any teacher, utilizing proactive social skill training can help to reduce the amount of behavioral issues in the classroom by meeting the underlying needs of student behaviors.

A solution to the need for addressing behavioral issues and social skill deficits experienced by students in the classroom is to combine social skill training with academic instruction. With classroom culture changing from teacher-led to student-centered instruction,
the implementation of CCSS encourages student collaboration across the curriculum. In order to maintain positive interactions during academic collaboration, lessons in line with CCSS are opportunities for social skill training. Providing social skill training during CCSS based lessons, students will increase their ability to participate appropriately in academic activities requiring students to work as a team.

**Purpose of the Project**

The purpose of this project was to design a professional development training for teachers serving students with special needs who experience deficits in social skills. The goal of the professional development was to provide teachers with resources and strategies to merge academic instruction of core subjects, CCSS, and social skill development. The professional development took place in two different settings. The first professional development took place at a Sacramento non-public school, serving students with mild to moderate disabilities. The majority of students at this school were identified as having significant behavioral issues resulting in significant social skill deficits. The second professional development session took place at a Sacramento area public school serving students in general education and students with mild to severe disabilities. Students on the public campus were identified by their teachers as having consistent difficulties with behavior in regards to their social interactions with peers. However, their abilities to engage in appropriate social activities with peers was higher than students at the non-public campus.

Although the populations of each school were different, the professional development presentation was the same. The sessions were geared towards teachers serving seventh and eighth grade students with special needs who experience deficits in social skills. Teachers were
presented information on identifying types of social skills and why social skills are important. The presentation allowed the education professionals at each setting to engage in social interactions that contributed to the understanding of the material. In addition, the professional development provided opportunities for participants to collaborate on proactive strategies for behavioral modification in the classroom. During each presentation teachers were provided resources and activities aimed to embed social skills training in English Language Arts (ELA) CCSS.

**Limitations**

Through the process of this project we found a set of limitations. One limitation was the length of the presentation. As the powerpoint was designed for one-hour and a half session, participants stated that the discussion on activities to combine CCSS and social skills for students with special needs could have been a second session. A second limitation to the project was the focus on ELA CCSS for seventh and eighth grade students. Concentrating on this specific subject area limited the amount of school staff that found the information beneficial for their classroom. It was also limited to middle school staff, rather than school staff across all grade levels. In addition, the project focus was on the population of students with special needs. While students with special needs often require the most training in social skills, Social Emotional Learning (SEL) has received more attention for inclusion in general education settings for typically developing students. Additionally, the professional development sessions were conducted in two different school settings serving different populations. Conducting sessions at several schools that provide similar services for similar populations, i.e., all general education schools or all non-public schools, would greater support the data and provide more reliable teacher perspective for
improving future trainings. Lastly, Kohler, Anthony, and Steighner (2001) stated that immediate corrective feedback given to the teacher during implementation of social skill training maximizes teacher performance on a new skill. Therefore, future research should progress monitor teacher performance when implementing social skill training to students, as well as, assess student acquisition of new social skills.

**Justification**

The need for this project was to provide both general educators and special educators with information and resources on combining social skill training with CCSS for students with special needs. Providing information on this topic allowed participating teachers to gain knowledge to efficiently utilize classroom time by integrating social skill training with academic instruction.

**Definition of Terms**

*Social Skills:* Are the personal skills needed for successful social communication and interaction to ensure that students are not only successful in their academics in the future, but that they also succeed outside of the classroom with their friends, family, and community (Cavanaugh & Rademacher, 2014; Kohler et al., 2001)

*Social Emotional Learning:* Social and emotional learning (SEL) is the process of acquiring and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and
maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning, 2015)

**Common Core State Standards**: The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live (California Board of Education, 2013)

**Individual Education Plan (IEP)**: a document that is developed for each public school child who is eligible for special education. It defines the individualized objectives of a child who has been found with a disability, as defined by federal regulations. The IEP describes how the student learns, how the student best demonstrates that learning and what teachers will do to help the student learn more effectively (U.S. Department of Education, 2016)

**Special Needs**: a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental, or psychological (Miller, Lane, & Wehby, 2005)
*Professional development:* a process of improving and increasing the capabilities and knowledge of staff through education and training opportunities. It is also known as staff development (Masuda, Ebersole, & Barrett, 2012)

*Social Skill Training (SST):* a form of behavior therapy used by teachers, therapists, and trainers to help persons who have difficulties relating to other people. It helps people improve their social skills so they can become socially competent (Collaborative for Academic, Social, and Emotional Learning, 2015)
CHAPTER 2
REVIEW OF THE LITERATURE

Statement of the Problem

When working with students with special needs, social skills are an important component to a student’s education. According to Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015) social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social skills are important for cultivating relationships, working with others, and transitional or independent living skills. For students who lack foundational social skills, they have difficulty participating in classroom activities, engaging in social interactions with peers, and showing appropriate behavior. Teaching social skills in the classroom helps students generalize the skills in their community and employment as they age.

With few resources and limited time, implementing a lengthy social skill curriculum in the classroom can be difficult. As students engage in behaviors throughout the day, it may be helpful for educators to have a set of interventions and strategies to proactively modify challenging behaviors ongoing learning opportunities through professional development training (DiPerna, Lei, & Bellinger, 2015). Teachers play a very important role in the success of their students as they have the most contact with the students and control over what is being taught. Masuda, Ebersole, and Barrett (2012) state that high quality professional development is essential
to the goals of high standards of learning and that the most important investment school districts can make is to ensure that teachers continue to learn.

Currently education is shifting from standards based materials to Common Core State Standard based curriculum. According to the Center on Education Policy (2014) forty-five states, including California, adopting CCSS only about one-third of teachers felt they were prepared to implement Common Core based curriculum. As districts plan for the CCSS shift, preparing administrators and teachers requires professional development sessions.

This chapter will review various methods of teaching social skills to students with special needs, teacher professional development, how teacher education of social skills affects students’ performance, and how implementation of ELA CCSS provides teachers a framework for planning lessons and improving student performance.

**Embedding Social Skills in Curriculum**

The work of Cavanaugh and Rademacher (2014) studied how a SURFing social skill curriculum impacted children with Autism Spectrum Disorders (ASD). Participants of the study were eleven students attending a surfing camp ages ten to sixteen years, eighteen parents, and twenty-six surf camp staff. The curriculum at Camp SURF focused on building participant’s confidence by completing surf lessons on lake water to generalize the skills to ocean water. The SURF curriculum had an embedded component of teaching social skills with peers, instructors, and families, including greeting people, maintaining a friendly conversation, eye contact, cooperation, assertion, empathy, and self-control. Results of this study demonstrated positive outcomes on social competence, social skills, and self-concept changes of campers with ASD.
following the participation in the two-day Learning Through Sun, Sand, and SURF camp curriculum.

To examine the effects of a Social Skills Improvement System Classwide Intervention Program (SSIP-CIP), DiPerna, Lei, and Bellinger (2015) studied 432 students across thirty-eight second grade classrooms in Pennsylvania. The curriculum was examined for effectiveness in the improvement of children’s social skills and the reduction of problematic behaviors that negatively impacted learning in the classroom. The curriculum gave specific remediation in the areas of listening to others, following directions, following classroom rules, ignoring peer distractions, asking for help, taking turns in conversations, cooperating with others, controlling temper in conflict situations, and showing kindness to others. The results showed that the students in the experimental condition positively increased their social skills as compared to the control group. The findings concluded that students in classrooms with the greatest need for social skills intervention are likely to benefit the most from participating in the SSIS-CIP lessons.

Kohler, Anthony, and Steighner (2001) investigated teaching social interaction skills in an integrated preschool through naturalistic techniques. Participants in the study were four preschool aged boys with Autism Spectrum Disorder (ASD), thirty-five typically developing peers in an integrated half day program, and 4 teachers. Prior to giving the students the intervention, teachers completed a forty-five-minute training on the naturalistic approach focused on stimulating the child’s interest and enjoyment in a play activity to facilitate communication and social interaction with typically developing peers (p. 94). Teachers were then given remediation and training as needed throughout the study. Results of the study showed that all four students with ASD displayed low levels of social interaction during the baseline phase and exhibited
higher levels of social exchanges with peers and teachers as the phases progressed. The results also found that the one-time, forty-five-minute long teacher training, was not effective in teaching the educators the interventions. Therefore, the researchers began daily assistance to give the teacher's immediate corrective feedback. Once this began, teacher facilitation of the social skills improved, positively improving the social skills of the four boys.

**Social Skills and Student with Special Needs**

The works of Kohler, Greteman, and Raschke (2007) implemented a buddy skills package to increase the social interactions between a preschooler with autism and their peers proved to be an effective method for teaching social skills. Lexie, a four-year-old preschooler diagnosed with ASD, and six of her typically developing peers socialized in a half day inclusive preschool for children with special needs and typical development. After different social activities were introduced with a Mr. Potato Head, a birthday party, grocery store, and doctor, Lexie was responsible to initiate engagement of social interactions with her peers. During the interactions, her peers were directed to wait and only engage in a reciprocal dialogue that had been initiated by Lexie. Lexie received specific teacher direct instruction for fifteen minutes per day for eight consecutive days and data continued collection to monitor maintenance of the skills for three weeks. Results were compared with her typically developing peers who also received the treatment and found that overall social overtures for Lexie positively increased with teacher implementation of visuals, immediate feedback, and cue cards. Also, the results showed a positive correlation between the two groups that as Lexie’s typically developing peers social skills developed in participating in play conversations, Lexie’s abilities also increased as she was able to model the skill of her peers and maintaining the skill over time.
School-based interventions to address acquisition deficits in learning social skills is also an effective method for students with special needs. The participants in the study completed by Miller, Lane, and Wehby (2005) included students with high-incidence disabilities, such as, Emotional Disturbance, Specific Learning Disability, Intellectual Disability, Attention Deficit Hyperactivity Disorder, and Speech and Language Disorders. The five male and two female students with significant behavioral difficulties attended a self-contained elementary special education classroom. The participants were split into two groups with the first group receiving twelve hours direct instruction training over six weeks. The second group was given instruction with lessons plans to address cooperation, assertion, responsibility, empathy and self-control (pp. 39-40). Two areas of focus for all participants was inappropriate classroom behavior and time on task during academics. The teachers gave the students a Social Skills Rating System scale that determined each student’s area of social skill deficit. Although individual outcomes for performance in both deficit areas were mixed, results of the study showed that overall inappropriate classroom behavior decreased over time. In addition, results showed overall increase in time on task during academic activities for both groups.

Implementing peer teaching to assist students with learning disabilities in acquiring social skills is also an effective method. Prater, Serna, and Nakamura (1999) studied seventeen seventh graders enrolled in special education services for math and English in an intermediate school in Hawaii. The target social skills included giving positive feedback, contributing to discussions, accepting negative feedback, and teaching interactions. The peer trainings were conducted in twenty to thirty minutes sessions for five days with teachers observing and rating the interactions. The results of the study showed that the students who received social skills
instruction from their peers acquired the skills at a faster rate than students taught solely by teachers. The study also determined that the social skills were acquired most efficiently when teacher instruction was followed by peer instruction for students with learning disabilities.

**Professional Development: The Role in School**

Muzaffar and Malik (2012) explored the attitude of teachers toward professional development trainings, the reasons for not taking interest in the professional development trainings and the impact of teacher’s trainings on the professional development of the teachers. The study looked at 108 teachers working in six public universities. The results of the study found that teacher resistance to training included high teacher workload, family responsibilities, and work stress. The data showed that many teachers only participated to get certificates or mandatory training hours. The study found that schools and districts needed to motivate teachers to take interest in the professional development trainings and change how teachers feel about being a part of them. Muzaffar and Malik (2012) found that good quality professional development had motivation through incentives, rewards and monitoring teachers after trainings. The study shows that it is important to make an effort to remove these barriers so that teachers can have a positive experience in professional development.

The professional development needs also affects current recruitment and retention of special educators. The work of Berry, Petrin, Gravelle, and Farmer, (2011) showed that there was a correlation between teacher shortages and the increased attrition of special education personnel as job demands for special educators increased. Important areas of professional development to support teachers were: (a) working with paraprofessionals and parents, (b) low-incidence disabilities, (c) emotional and behavior disorders, (d) classroom management, (e) skills in
collaboration and inclusive practices, and (f) curriculum content. The study prescribed specific professional development that would provide teachers what they need to know to be successful as a special educator. The researchers felt that by providing these extra supports to teachers they would see an increased teacher confidence in providing support for their students. Without this support the researchers found that teachers were more likely to leave their positions and seek new job opportunities.

One method of providing professional development to teachers is through web-based trainings. Chia-Pin, Chin-Chung, and Meilun (2014), surveyed 214 teachers from twenty different schools to measure elementary school teacher’s self-efficiency for web based professional development. They found that teachers who were more efficient at web based professional development showed a positive correlation to how they felt about participating in that type of professional development. Overall they found that when teachers felt confident and self-efficient on the web-based trainings they had more positive attitudes toward participating in that type of professional development.

Professional development for staff is intended to help us better understand what improvements need to be made to help teachers and offer high quality professional development to teachers in the community (Masuda, Ebersole, & Barrett, 2012). Participants in the study were 16 teachers who lived and worked in the community. There were four pre-service teachers, five beginning teachers, four midcareer teachers, and three late career teachers. Results of the study found that teachers had varying attitudes toward professional development based on time in their career (p. 7-8). Pre-service teachers expressed a desire to learn and that professional development would be beneficial to them. Beginning teachers were overwhelmed with too much
information but understood the importance of professional development and found sessions more beneficial when they were able to choose their training. The midcareer teachers stated they engaged in professional development to earn credit or movement on the salary scale. They stated that given a choice to attend they would not unless there were intrinsic benefits. Teachers later in their career said that they would rather attend voluntary professional development that is “worthwhile” rather than information they do not feel is relevant. The study showed that given the right circumstances professional development can benefit teachers.

Teachers view professional development as a desired resource from their schools. Burkman (2012) looked to identify challenges for novice teachers and to evaluate the availability of professional development and evaluated the preference of the delivery method. The participants were approximately 142 elementary teachers in the same school district. The results of the study showed that there are areas of concern for new teachers, such as, working with emotionally disturbed students and students with psychological disorders. It also showed which areas they received professional development in and how that made them more efficient teachers. It also looked at which teachers received professional development in areas that they found challenging. Lastly they looked at how meaningful the training was to the new teachers. The study found that with professional development in areas of struggle there is better retention and teacher competence. It also showed that they may lose teachers due to not receiving what they need in professional development to be successful.

Providing professional development in an educational setting is a universal concept. Uysal and Ergenekon (2010) investigated social skills instruction carried out by teachers working at private special education institutions in Turkey. Participants of the study were ten female and
four male special education teachers working in private special education establishments. Data determined that overall, teachers felt inadequate when they implemented social skills instruction and cited that there was a lack of professional development to train teachers how to effectively teach social skills to their students in the classroom. Results showed that teachers require support services to learn how to implement daily social skill interventions. Once support services are in place for teachers, teachers will be able to implement social skills curriculum or lessons more effectively in the classroom.

Teacher implementation of social skill curriculum after professional development training on social skills increases student use of the targeted skills (Vuran & Olcay, 2012). In another study from Turkey, researchers looked specifically at a discrete-trial teaching (DTT) method for the teacher professional development. The three educators who participated in the study worked at a center servicing people with developmental disabilities. Results of the study found that teaching through the DTT form was an effective process for teaching educators how to give social skill interventions for specific behaviors. The results of the study also concluded that implementing a professional development training for teachers on how to teach social skills, had a positive correlation for the increase of desired student behaviors.

The key elements of professional development identified by research found that good quality professional development needed to be relevant to their assigned position, support teacher learning through on-going practice to create increased teacher confidence, and that professional development has the potential to increase teacher efficiency.
Common Core State Standards

With the evolution in education moving from standards based curriculum to the Common Core State Standards framework, districts need to implement professional development sessions to increase teacher knowledge of procedures for implementing CCSS based curriculum (Center on Education Policy, 2014). In 2014, George Washington University conducted a comprehensive, national survey of school districts in states that had adopted the Common Core. The survey found that teachers in one-third of districts felt prepared to teach the Common Core, while about two-thirds expected teachers and principals would not be provided training until the 2014-2015 school year or beyond. Although districts mention a variety of sources for CCSS-aligned curricular materials, 90% of districts indicate that educational leaders in the districts are having difficulty developing or identifying these materials.

For districts implementing ELA CCSS based curriculum, students have increased opportunities to engage in collaborative activities (Center on Instruction, 2012). Teachers can analyze areas of student academic deficits in language, comprehension, and speaking and listening skills, and determine corresponding ELA CCSS that address the specific deficit. The Center on Instruction (2012) provides specific activities associated with each CCSS for elementary grade levels. The purpose of the report was to provide a resource for teachers to reference when determining student levels, planning lessons, and creating instructional materials as teachers are often responsible for developing activities for students to practice ELA CCSS.

The implementation of CCSS is an issue effecting teachers supporting students with special needs. Best and Cohen (2013) explain that CCSS emphasizes important life skills of critical thinking and decision-making. Allowing teachers who support students receiving special
education services to implement CCSS based curriculum increases teachers ability to develop CCSS-aligned lesson plans and provide instruction methods that coincide with students’ identified strengths and weaknesses (Best & Cohen, 2013). Although some teachers scrutinize CCSS for limiting access to students receiving special education services, writing IEP goals aligned to CCSS gives teachers flexibility in the benchmarks and forms of assessment. In addition, CCSS aligned academic goals can be translated into life goals allowing teachers writing Individualized Transition Plans (ITP) for students working on Independent Living Skills (ILS) to access rigorous CCSS expectations for performance. As general educators and education specialists adapt to changing curriculum, the implementation of CCSS increases opportunity for collaboration and access to necessary resources, best practices, and professional development trainings.

**Conclusion**

The reviewed research studies implicate a variety of effective methods for teaching students with special needs social skills in educational settings, the importance of staff professional development, and implementation of CCSS. One effective method for minimizing inappropriate student behaviors is for teachers to implement social skill training in the classroom. By proactively teaching social skills, teachers positively support student individual SEL needs. Professional development sessions give teachers opportunities to access best practices on implementing social skill training in the classroom. These training sessions also give teachers access to information on implementing Common Core based curriculum.
CHAPTER 3
METHODOLOGY

This chapter includes a detailed description of the creation of the professional development and accompanying components. The authors performed an informal needs assessment at two schools to collect data on teacher perspectives on student social skills, Common Core State Standards, and professional development trainings. The authors analyzed teacher responses and research to create a professional development session. The professional development session consisted of: 1) a powerpoint presentation titled “Implementing Social Skill Training for Students with Special Needs Utilizing Common Core State Standards” (see Appendix A), 2) a manual titled “Implementing Social Skill Training for Students with Special Needs Utilizing Common Core State Standards” to guide the presenter during the powerpoint presentation (see Appendix B), “CCSS Wheel of Social Skills” (see Appendix C), and a list of seventh and eighth grade ELA CCSS (see Appendix D).

Informal Needs Assessment

The first step in creating this project was to seek out feedback from teachers at two different school sites. In order to gather this information, informal discussions were initiated with seven education specialists at the non-public school (NPS) and five education specialists and five general educators at the public school. Discussions focused on student social skills, Common Core, and teacher professional development. Conversations allowed staff members to anonymously talk and share their thoughts/concerns on the above topics. These conversations guided the creation of the professional development and corresponding materials and resources.
These discussions occurred at various times, including, before school, lunch breaks, after school, and at department meetings.

The following questions were presented during informal conversations with education specialists at the non-public school, and general education teachers and education specialists at the public school:

1. How do you feel about using a social skills curriculum in your classroom?
2. Do you use a social skills curriculum? Why or why not?
3. What impact would implementing social skills have on your students?
4. Would you like to use a social skills curriculum in your classroom?
5. How has Common Core effected you as a teacher?
   How has your classroom changed?
6. How do you feel about professional development?
   What do you get out of professional development/training?

**Analysis of Conversations**

The next step in developing the project was to analyze teacher informal interview responses. We took the information received from fellow educators and found overlapping themes. One theme across both settings was a lack of time as a reason for not incorporating social skills training in the classroom. The NPS, although they use social skills training more often than the public school, responded that they did not have time to meet the academic and
social needs of their students. The public school teachers stated that they barely had time to do what was expected, so they could not see how they could make extra time to teach social skills. Another theme found at both settings was that social skills are necessary for student academic and social success. The seven education specialists at the NPS and the five education specialists at the public school felt that their students were not socially competent in knowing how to act in class or responding to an educational environment; thereby; creating a more challenging environment in which to teach. When discussing CCSS, teachers felt hesitant to implement CCSS based curriculum because the curriculum often encourages more collaborative activities with peers, thus requiring teachers to focus on social skill interventions for students lacking appropriate social skills. Concordantly, teachers felt social skills were essential for molding competent future citizens and would prefer more time throughout the school day to incorporate social skills training.

When it came to how educators felt about Common Core the underlying issue was that teachers had not yet received training on best practices for implementing Common Core based curriculum. The majority of teachers also considered professional development training a job requirement rather than an interesting learning opportunity. For example, school districts have a required amount of professional development hours for certified staff each year. At the public school, teachers are required by contract to attend eighteen hours of professional development each year. As of mid 2016, fourteen of the eighteen hours did not include any training on CCSS based curriculum for any subject. The public school teachers stated that most of the hours were spent in trainings that had little relevance to their current job and they did not get much out of a “long winded” training. Teachers at the NPS also stated that of the eighteen professional
development trainings held as of mid 2016, a few sessions discussed the upcoming changes to CCSS based curriculum, but lacked meaningful training on implementing the curriculum.

**Creation of the Professional Development**

The authors outlined a professional development workshop based on the themes obtained from the informal conversation with fellow educators. The construction outlook of a professional development is that over time it can change and morph to fit different school sites, settings, and situations (Masuda, Ebersole, & Barrett, 2012). During conversations with school administration two major topics to discuss in the powerpoint were identified. The first topic to include in the powerpoint was social skills and the importance that they play in students’ lives. The second topic to include was how social skills can easily be incorporated into the Common Core curriculum. In collaboration with the administrators at each site, the authors determined the topics could be covered in a powerpoint to be presented in one professional development session at each school site; one professional development session was conducted at two separate locations. The professional development session was first conducted at an NPS in March 2016 during a regularly scheduled staff meeting. The same presentation was facilitated a second time at a public school during a Common Planning Time (CPT) for staff in March 2016. After the professional development, time was allotted for questions and feedback from the participants.

**Professional Development Powerpoint: “Implementing Social Skill Training for Students with Special Needs Utilizing Common Core State Standards”**

The powerpoint presentation, “Implementing Social Skill Training for Students with Special Needs Utilizing Common Core State Standards” (see Appendix A) had 3 purposes: 1) provide teachers and school staff with information on combining social skill training with
Common Core State Standards, 2) show staff how to effectively utilize the provided resources to efficiently utilize classroom time, and 3) to cultivate awareness on the importance of providing social skill training to students with special needs. While a detailed explanation of each slide is in the user manual, the following is a general explanation for the flow of the powerpoint.

The creation of the powerpoint presentation was guided by themes discussed in the review of the literature. One theme included was that increasing student social skills was best accomplished by teachers implementing social skill training in the classroom (DiPerna, Lei, & Bellinger, 2015). A second theme was school-based interventions taught through professional development sessions was an effective method for helping students with deficits in social skills learn appropriate behavior (Miller, Lane, & Wehby, 2005). Students attending districts implementing ELA CCSS based curriculum, have increased opportunities to engage in collaborative activities (Center on Instruction, 2012), thereby increasing opportunities for inappropriate social interaction and teacher given remediation during collaborative activities. The third theme was professional development trainings should emphasize CCSS as two-thirds of teachers in states implementing CCSS based curriculum would not receive training on the curriculum until the 2014-2015 school year or later (Center on Education Policy, 2014).

Considering the themes of the literature, the powerpoint explicitly discussed different types of social skills important for students with special needs to learn in the classroom and strategies for addressing inappropriate social skills of students by combining ELA CCSS through professional development trainings.

The presentation begins with an introduction of the authors and their respective educational backgrounds. Participants were asked to discuss a quote by Ellen Booth Church on
the third slide of the powerpoint and relate the quote to experiences in their classroom serving students with challenging behaviors. The prompt lead into the fourth slide of identifying different types of social skills and discussing the importance of building social skills for student with special needs in the fifth slide. This concept was reiterated by a group activity of watching a video and identifying current curriculum or strategies useful for an intervention of the target social skill of empathy in slides six and seven. Slide eight engaged participants in a second small group activity to provide an opportunity for sharing ideas on interventions for challenging behaviors that some students with special needs might engage in the classroom. When presenting slide nine, participants were informed that the partner sharing, small group activities, and large group discussions were embedded opportunities for social skill training.

The presentation then shifted the discussion on slides ten and eleven from social skills to 7th and 8th grade English Language Arts CCSS and the importance of combining CCSS with social skills. The training session gave explicit examples of ELA CCSS with the target areas of Speaking and Listening, Language, Reading Literature, Reading Informational Text, and Writing on slides twelve through sixteen. Each of these slides provided an example of a quick activity that combines the CCSS with a few target social skills. For example, the Speaking & Listening Standards: SL7.1-6, SL8.1-6 has the following social skills embedded into the standard: collaborative discussions, one-on-one discussion, diverse partners, build on others ideas, considering other's perspective, appropriate eye contact, adequate volume, clear pronunciation and adapting speech to audience (California State Board of Education, 2013). With slides seventeen and eighteen, participants were given instruction on how to utilize the “CCSS Wheel of Social Skills.” The purpose of the wheel was to give teachers a quick reference to identify ELA
CCSS with embedded social skills. Finally, participants were given the opportunity to ask clarifying questions and give feedback on the powerpoint. The powerpoint was intended as a guideline to facilitate discussion. It is important to note that information in the powerpoint may be modified to meet the training needs of the target audience.

**Professional Development Manual: “Implementing Social Skill Training for Students with Special Needs Utilizing Common Core State Standards”**

The second component of the project was developing a user manual, “Implementing Social Skill Training for Students with Special Needs Utilizing Common Core State Standards” (see Appendix B) aligned with the powerpoint presentation. During the first presentation at the NPS, it became clear that the powerpoint needed an instruction manual for the presenter to facilitate discussions and activities with the participants. The authors created a user manual, that gave slide-by-slide instructions on presenting the information and resources utilizing Microsoft Publisher as the application for design. Additionally, the authors wanted other school administration to have the ability to implement the training in a staff meeting without the assistance of the authors of the professional development.

The user manual provided the presenters with objectives for learning outcomes and an outline for the powerpoint presentation. After the introductory section of the manual, explicit instructions were given for each slide of the powerpoint presentation. The instructions for the slides were designed for the presenter to elaborate with discussions as appropriate to the setting. When preparing to present the information, the presenter should preview the powerpoint as aligned with the manual to maximize the learning outcomes for participants. It is important to note that the manual was designed as a guideline for presenting the information, not a script or
curriculum. However, if the presenter or school personnel have knowledge to expand on the subject matter, participants should be given the opportunity to share their knowledge base to enrich the professional development session.

**Resource: “Common Core State Standards Wheel of Social Skills”**

The last component of the project was the “CCSS Wheel of Social Skills” (see Appendix C). The wheel was the original idea the authors had when initially composing this Master’s project. As the wheel was the foundation of this project, the powerpoint presentation and the user manual were developed to support the relevance and usefulness of the wheel. The first prototype of the resource started as a graphic organizer with columns and subheadings for different social skills. When physically creating the resource, we found it was complicated and visually overwhelming. Since the authors wanted a more user friendly resource that allowed the user to access the information easily, the authors decided that some of the information should be hidden in some way. After some investigation, we found that the public school incorporated social circles into their classroom social skill training. Since the circles were embedded in the daily routine of the students, a second prototype was created using a circle theme. The second prototype included in this project was designed as an interactive tool utilizing the Microsoft Powerpoint application. Knowing that teachers have limited time for lesson preparation, the “CCSS Wheel of Social Skills” provides a user friendly way to access methods for combining social skills with CCSS. Through our informal interviews we found eight areas of high social deficits across both school settings. The wheel allows users to identify one of the eight targeted social skills areas, turn the wheel to the open window, and reveal the corresponding ELA CCSS.
An added component of the resource is that one side of the wheel provides CCSS for seventh grade, while the flip side provides CCSS for eighth grade.

Implementation of the Professional Development Workshop

Implementation at the Non-Public School

The first implementation of the professional development training took place at the NPS. Conducted during a regularly scheduled staff meeting, the participants included: one director, seven education specialists, sixteen paraeducators, one counselor and one behaviorist. During the training, the author with more NPS experience took the lead to facilitate the majority of the presentation, as such a background would increase credibility and influence more meaningful discussions with teachers and staff. The training discussed social skills and how to incorporate them into a Common Core lesson without adding extra prep time. All participants were presented with a copy of the powerpoint (see Appendix A), the “CCSS Wheel of Social Skills” (see Appendix C), and a list of 7th and 8th grade ELA CCSS (see Appendix D). The session was scheduled for one hour, however, group work and collaboration extended the session to an hour and twenty minutes.

Implementation at the Public School

The second implementation of the same professional development training took place at the public school. Conducted during their scheduled Common Prep Time (CPT), participants included: three administrators, two special day class (SDC) teachers, three resource specialist program (RSP) teachers, five general educators who work in support classrooms, one director of curriculum, four paraeducators, and two school counselors. During the training, the author with
more public school experience took the lead to facilitate the majority of the presentation, as such a background of working on a public campus would increase credibility and influence more meaningful discussions with teachers and staff. The training discussed social skills and how to incorporate them into a Common Core lesson without adding extra prep time. All participants were presented with a copy of the power point, the “CCSS Wheel of Social Skills”, and a list of seventh and eighth grade ELA CCSS. The session was scheduled for one hour and teachers stayed until the hour was complete as there was not as much flexibility in time frame due to union contract requiring teachers to stay for only one hour of training. Accommodations for the shortened timeframe were made by decreasing the time participants participated in collaborative discussions.

**Conclusion**

After implementing the same professional development session at two different school sites, a few key points were discussed: 1) teachers felt the powerpoint discussion on how to embed social skill training in classroom activities designed to meet CCSS was useful, 2) a user manual to assist school professionals in effectively implementing the training would enhance the presenters ability to facilitate discussion, and 3) the “CCSS Wheel of Social Skills” resource would be a time-saving device for teachers when implementing social skills in line with CCSS. The three components of the project were combined to engage school staff in collaborative discussions during the professional development training at each school site.
CHAPTER 4
PROJECT DESCRIPTION, CONCLUSION, AND RECOMMENDATIONS

Project Description

Students with special needs often have social skill deficits. One effective method for minimizing inappropriate student behavior is for teachers to focus on social-emotional learning (SEL) to support student ability to effectively identify emotions of others and self in social situations. One effective method for minimizing inappropriate student behaviors is for teachers to implement social skill training in the classroom. By proactively teaching social skills, teachers positively support student individual SEL needs. Professional development sessions give teachers opportunities to access best practices on implementing social skill training in the classroom. These training sessions also give teachers access to information on implementing Common Core based curriculum. The literature supports that professional development sessions allows teachers to gain knowledge of strategies for implementing social skill training and CCSS based curriculum in the classroom.

Informal Conversations

Through conversations with teachers at the NPS and public school three themes emerged: 1) lack of time as a reason for not incorporating social skills training in the classroom, but felt that social skills are important, 2) teachers felt students did not have the social skills needed to be responsible for their own learning and that the ultimate responsibility to implement the CCSS fell on the teachers, and 3) teacher had similar sentiments of professional development trainings being irrelevant to issues immediately affecting classroom culture and that primary reason for attendance was a job requirement.
**Powerpoint**

The powerpoint (see Appendix A) presentation had 3 purposes: 1) provide teachers and school staff with information on combining social skill training with Common Core State Standards, 2) show staff how to effectively utilize the provided resources to efficiently utilize classroom time, and 3) and to cultivate awareness on the importance of providing social skill training to students with special needs. After the first implementation of the powerpoint session the authors realized that a manual would be beneficial for future presentations due to embedded prompts that led to discussions and activities about the importance of building social skills into CCSS for students with special needs.

**Manual**

The authors created a user manual (see Appendix B) that gave slide-by-slide instructions on how to present the information and resources. The authors realized that without background knowledge in the subject matter future presentations would be lacking important information. The manual gives access to people who may not have the background or expertise in the field to implement the training without the assistance of the authors of the professional development.

**CCSS Wheel of Social Skills**

The wheel (see Appendix C) was designed as a user friendly and easily accessible resource to reveal corresponding CCSS for each social skill. After analyzing the data gathered during informal interviews the wheel included eight areas of deficit as identified by the teachers. Feedback from teachers supported that the interactive wheel had a simple, easy to use design allowing users to focus on important information.
Evaluation of the Project

At the completion of the professional development at each school site, participants were asked for feedback regarding the powerpoint, presentation, and “CCSS Wheel of Social Skills” resource. During the feedback discussion, responses included comments for the strengths and areas of improvement on the presentation and resource.

The results of this project indicated the implementation process was simple and user friendly. One of the education specialist’s from the public school felt “CCSS Wheel of Social Skills could be used by teachers in different schools.” Two of the general educators from the public school responded “combining social skill training with CCSS seemed like an efficient way to save time.” The NPS school administrator stated “the training would be easy to implement in other district schools.” Comments from paraprofessionals at each site included that the presentation was informative on definitions of social skills and why teaching social skill is important for students with special needs, but overall seemed more beneficial for teacher strategies, rather than strategies for paraprofessionals.

Teachers at the NPS discussed the lack of time they have to explicitly teach social skills even though it is a severe deficit area for the majority of their students. These teachers also identified the “CCSS Wheel of Social Skills” as a quick reference when writing IEP goals; specifically goals for SEL. The NPS school administrator stated that the training provided useful information for combining ELA CCSS with SEL as the school recently switched all ELA and Math curriculum to Common Core. The school director of the public school stated that the professional development session was an effective way to get her staff to collaborate and discuss school issues, as collaboration time during the school day is limited. Although the staff found the
information provided beneficial to supporting students, they recommended that future sessions provide specific lessons or activities that teach the target social skill.

Overall, the feedback supported that schools with more social deficits, such as an NPS, found the training more beneficial for daily practice than a school serving students with special needs on a public campus.

**Recommendations**

The research clearly indicated that social skills are essential to teach students to communicate and interact with each other, both verbally and nonverbally in appropriate ways (Cavanaugh & Rademacher, 2014). As educators we have an expectation that students come to the classroom with previous knowledge of appropriate social skills. Unfortunately, many students enter classrooms without communication, team-building, and conflict resolution skills that are essential for getting along with peers and adults. The job of educators is not just to teach the curriculum but to teach students how to prepare for success in transition and adulthood. Social skills training improves student communication, improves teamwork, and helps students become contributing members of their communities. Social skill training should be a requirement in all schools as educators understand that without appropriate social skills, students will continue to have challenging behaviors in classroom and in the community. Social skills not only facilitate successful interactions among students, they are also integral tools for effective classroom management.

The research clearly indicates that teacher’s participation in professional development is based on required hours per district standards and/or certificates for job advancement (Muzaffar & Malik, 2012). When preparing for a professional development session it is important that the
information be interesting and relevant to the teachers so that they want to participate with enthusiasm. It is critical for new and veteran teachers to have ongoing and regular opportunities to learn about topics in their field. Ongoing professional development keeps educators up to date on new research, technology, curriculum and much more. According to Berry, Petrin, Gravelle, and Farmer (2011), the best professional development is ongoing, collaborative and connected to working with students and understanding their culture. Schools and school districts need to create professional development opportunities that foster teacher growth in their subject area.

When creating materials for professional development sessions a concept that is simple and user friendly is more beneficial to participants. As the project focuses on interventions for students with special needs, the presentation can be modified to meet the needs of typically developing students. Overall, the authors recommend this project to districts and school administrators seeking to increase appropriate social skills for students with special needs, provide teachers with resources for implementing social skill training in the classroom, and provide training to teachers on emerging CCSS curriculum.

**Conclusions**

In summation, the information provided by the professional development training can be an effective method for teaching school staff how to combine CCSS with social skill training in classroom activities and lessons. School administrators or program specialists can implement the training in staff meetings to increase awareness of social skill deficits experienced by students with special needs. The powerpoint presentation in conjunction with the user’s manual provides school professionals with an easy to follow method for how to implement the training. For schools that do not implement social skill training for students, the presentation can be an
introduction for staff to learn effective and efficient strategies for teaching students with special needs. For schools that currently utilize a curriculum for teaching social skills, the presentation can be supplemental information for teachers to learn strategies that adapt to the changes in CCSS. The “CCSS Wheel of Social Skills” can be utilized by any staff, even if they did not attend the professional development session. The resource is easy to use and provides teachers with a quick reference when planning lessons or writing individualized goals involving SEL for students with special needs.

It is the author's hope that this professional development will serve as a means for school administration to truly recognize SEL and the positive impact combining social skill training with Common Core State Standards can have on the school, teachers, and most importantly, the students.
APPENDICES
APPENDIX A

Professional Development PowerPoint
Implementing Social Skills Training for Students with Special needs Utilizing Common Core State Standards

Shaunna Arriaga & Devan Adair
What are our goals?

- **Efficiently utilize time in the classroom**
- **Combine social skill training with Common Core State Standards**
- **Effectively utilize resources provided**
- **Cultivate awareness for importance of social skills for students with special needs**
When we focus on the social and emotional aspect of working together on a science, math, literacy activity, we create a balanced experience that helps children in all aspects of development.

- Ellen Booth Church
✓ Making choices
✓ Accepting differences
✓ Communicating clearly
✓ Complimenting others
✓ Disagreeing politely
✓ Encouraging others
✓ Following directions
✓ Active listening
✓ Conflict resolution
✓ Sharing

✓ Turn taking
✓ Staying on task
✓ Collaborating
✓ Taking risks
✓ Using appropriate tone & volume
✓ Self-advocacy
✓ Working with others
✓ Appropriate humor
✓ Self-determination
A few things to consider.....

• Why do some students lack the social skills needed to interact appropriately in with others in the school setting?

• Think of a student in your classroom. What social skills would you like them to work on or build?

• How do you deal with challenging behavior in your classroom?
WHY ARE SOCIAL SKILLS IMPORTANT?

- Communicate with others
- Interact in social setting
- Maintain meaningful relationships
- Feel and show empathy for others
- Engage in conversations
- Manage emotions
- Achieve goals

- Positive relationships
- Responsible decisions
- Critical for being a good person/citizen
- Necessary in the workplace
- Builds self-esteem
- Empowerment
- Create opportunity
Let’s watch an example...

- [https://www.youtube.com/watch?v=Ivwrj_p4E2g](https://www.youtube.com/watch?v=Ivwrj_p4E2g)
How are you currently teaching social skills in your classroom?
SMALL GROUP EXERCISE

① Inappropriate language
② Aggressive behaviors
③ Talking out of turn
④ Bullying/teasing others
DID YOU NOTICE...

WE HAVE BEEN PRACTICING SOCIAL SKILLS THIS WHOLE TIME???

✓ Embedded social skills training during activities
✓ Provided different types of interactions to improve Interpersonal Intelligence
Why embed social skills in CCSS?

- Increase general social skills deficits for students
- Meet individualized goals for students with special needs
- Improve classroom management with proactive strategies for behavioral issues
- Multiple exposures to social skill training
- Provide students with dynamic lessons that promote Interpersonal Intelligence
- Create a positive classroom culture
- Utilize classroom time efficiently
CCSS with embedded social skills..

Speaking & Listening Standards: SL7.1-6, SL8.1-6

- Collaborative discussions
- One-on-one discussion
  - Diverse partners
- Build on others ideas
- Considering others perspective
  - Appropriate eye contact
  - Adequate volume
  - Clear pronunciation
- Adapting speech to audience
Embedding in Reading Literature CCSS

- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

✓ Pick a character from the story. Cite 3 examples of why you think the character feels this way. Turn & talk with a partner
  - Identifying emotions
  - Considering others perspective
  - Eye contact
  - Making choices
Embedding in Reading Informational Text CCSS

RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.

- Complete a Cause & Effect graphic organizer analyzing the what actions of the main character affected the outcome. Share ideas in a small group.
  - Self-monitoring
  - Taking turns
  - Maintaining appropriate personal space
  - Determining appropriate topics for conversation
W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Give the writing prompt: Have you ever been bullied, or have you ever bullied someone? How did you feel? How do you think the other person felt? What could you do to improve the situation?  
  - Empathy  
  - Accepting differences  
  - Self-advocacy  
  - Self-determination
### Embedding in Language CCSS

<table>
<thead>
<tr>
<th>L.8.6: Acquire and use accurately grade-appropriate genera; academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with a partner to complete a four square for vocabulary in corresponding Science activity.</td>
</tr>
<tr>
<td>✓ Personal space</td>
</tr>
<tr>
<td>✓ Taking Turns</td>
</tr>
<tr>
<td>✓ Collaborating with partner</td>
</tr>
<tr>
<td>✓ Negotiating ideas</td>
</tr>
<tr>
<td>✓ Active listening</td>
</tr>
<tr>
<td>✓ Sharing responsibility</td>
</tr>
</tbody>
</table>
**CCSS WHEEL OF SOCIAL SKILLS**

**STEP 1:**
- Determine the target skill

**STEP 2:**
- Rotate the wheel to uncover corresponding ELA CCSS for 7th or 8th grades

**STEP 3:**
- Identify a teaching strategy

**STEP 4:**
- Implement the activity, encourage student participation, and monitor student interactions
WRAP UP

• Questions??
• Comments??
• We have some questions for you 😊
APPENDIX B

Professional Development User Manual
Implementing Social Skills Training for Students with Special Needs Utilizing Common Core State Standards

Professional Development Powerpoint Step by Step

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Implementing Social Skills Training for Students with Special Needs Utilizing Common Core State Standards

Professional Development Power Point Step by Step

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Welcome

These guidelines have been written for a training context in which a training manual will be a resource for the party that administers the power point presentation for the educational experience. The manual will not be a part of the resource materials for the educational group but for the party administering the training only. Instead, this training manual will be used as a self-study tool. While most of the guidelines also hold true for a training manual that compliments a stand-up or Internet delivered training, the focus of these guidelines is on a self-study manual. For more information about an instructor-led manual, see the Appendix.

Pre-requisite Skills

This manual is written for an audience that already is familiar Social Skills and social skills training. You should know, at the very least, know what social skills are and how to construct a structured lesson.
Introduction

Introduction

The purpose of this manual is to guide instructional participants on how to effectively administer the PowerPoint presentation. The PowerPoint has a series of short workshops built into it and following the manual is essential for maximum benefit to all participants. The benefit to learning this information is to make a connection between Social Skills and the Common Core State Standards in the classroom. It is important to follow the step-by-step procedure when conducting the training to truly move the educational participants to an optimal understanding of why and how to incorporate social skills in their own classroom.

Objectives

At the end of this professional development teachers will:

- Know what social skills are and why they are important;
- Understand ways to incorporate social skills into the Common Core State Standards;
- Know how to use the training material to better integrate social skills into their lessons.

Outline

Introductions

Present PowerPoint presentation

Provide teachers time during PowerPoint for collaboration

Go over examples of strategies to integrate social skills

Provide resource materials to all staff

Question and Answer
Background Information

There are three steps you should take before conducting the professional development. These steps will ensure that you will have a successful training session and be able to properly conduct the break out collaboration time. Knowing your materials will make for a more successful training session.

Step 1: Go through all components of the training

Before conducting the professional development make sure that you have gone over and looked through all materials that are provided. You should have a basic understanding of social skills and feel comfortable with the Common Core State Standards. By doing so, you will have some background knowledge going into the training. You should also have a list of performance objectives and what you are hoping teachers get out of the professional development. Knowing your objectives will allow you to gear the training towards different groups.

Step 2: Practice the PowerPoint with the manual

This manual is very important for the delivery of the PowerPoint session. The PowerPoint should be practiced along with the manual. The manual will inform you of pauses that should take place for collaboration and/or activity time. It will also give you helpful words and phrases that will make the training stronger and more developed.

Step 3: Go over all resource materials

Materials will be provided that will go along with the training. This is a resource that teachers will be given at the end of the professional development. You will need to be familiar with what the resource is and how to use it. You will need to be able to provide examples on how it can be used and answer teachers questions.
PowerPoint Presentation

In this section you will be walked through the PowerPoint presentation and given tips on how to maximize the educational benefit to the teacher participants.

Slide #1

This slide is intended to give the participants an idea about what they are about to learn. At this point in the presentation it would be important to introduce yourself and give a short explanation for why they are apart of this training.

Implementing Social Skills in line with Common Core State Standards
Shaunna Arriaga & Devan Adair

Slide #2

This slide is intended to outline the goals of the professional development. This just means what we want the participants to get out of the training that they are participating in.

What are our goals?

• Efficiently utilize time in the classroom
• Combine social skill training with Common Core State Standards
• Effectively utilize resources provided
• Cultivate awareness for importance of social skills for students with special needs
Slide #3

When we focus on the social and emotional aspect of working together on a science, maths, literacy activity, we create a balanced experience that helps children in all aspects of development.

- Ellen Booth Church

Pause: Question to use with the participants.

“How do you feel this quote applies to students with special needs?”

Facilitate discussion with participants. Encourage staff to share personal experiences in the classroom.

Slide #4

This slide is included to highlight for participants some of the targeted social skills for students to practice. Encourage participants to come up with social skills that aren't included on this list.

- Making choices
- Accepting differences
- Communicating clearly
- Complimenting others
- Disagreeing politely
- Encouraging others
- Following directions
- Active listening
- Conflict resolution
- Sharing
- Turn taking
- Staying on task
- Collaborating
- Taking risks
- Using appropriate tone & volume
- Self-advocacy
- Working with others
- Appropriate humor
- Self-determination
Pause: Group activity

- Have the participants get into groups of 2-4.
- Groups will pick one of the three questions to discuss for 5-10 minutes.
- Each group should choose a speaker to share ideas with the large group.

Slide #6

**WHY ARE SOCIAL SKILLS IMPORTANT?**

- Communicate with others
- Interact in social setting
- Maintain meaningful relationships
- Feel and show empathy for others
- Engage in conversations
- Manage emotions
- Achieve goals

- Positive relationships
- Responsible decisions
- Critical for being a good person/citizen
- Necessary in the workplace
- Builds self-esteem
- Empowerment
- Create opportunity

This slide is included to help connect the importance of social skills to later slides including Common Core State Standards.
Slide #7

Let’s watch an example...

- https://www.youtube.com/watch?v=brwz_jp4E2g

Pause: Video (Pause the video at 53 seconds)

Turn and Talk (With a partner)

“Discuss what observations you had from the video?”

“What social skills do you see or not see?”

Resume Video

Share with the group:
This is just one example of a social interaction in the classroom, now let's look at how we can teach appropriate social skills.

Slide #8

How are you currently teaching social skills in your classroom?

This slide is intended to give the presenter and other staff information on the current level of social skills training going on in the classrooms.

If the conversation steers towards sharing of ideas allow the meaningful conversation for 5-10 minutes.

The following slide will give participants more opportunities to share ideas.
Pause: Small Group Activity
- Activity (Four Corners): In this activity the facilitator will have each of the corners in the room labeled 1-4.
- Each corner will have a targeted social skill deficit.
- Participants will choose a corner to go to. (Encourage participants to choose a corner that is a challenging behavior in their classroom.)
- Have the members of each corner take turns sharing with each other experiences that they have in their own classrooms. (10 minutes)
- Have groups come back and allow time for a brief large group discussion.

Slide #10

This slide is intended to showcase that social skill training can be combined with other classroom activities.

The purpose is to show the staff that social skills training doesn't have to be done separately from academic instruction.

Here you could highlight some social skills practiced by staff:
For example: The small group exercise we just completed we were working on showing empathy, turn taking, making choices, communicating clearly, following directions and active listening.
This slide is intended to transition the discussion to the main focus of the presentation: Integrating Social Skill Training with Common Core State Standards for 7th and 8th grade students with Special Needs.

Pass out the Common Core State Standard Packets to all participants.

This slide discusses the importance of combining social skills with CCSS. Encourage participants to come up with reasons why this may be a useful strategy.

- Increase general social skills deficits for students
- Meet individualized goals for students with special needs
- Improve classroom management with proactive strategies for behavioral issues
- Multiple exposures to social skill training
- Provide students with dynamic lessons that promote Interpersonal Intelligence
- Create a positive classroom culture
- Utilize classroom time efficiently
Slide #13

Have the group refer to the ELA Speaking and Listening Standards for 7th and 8th grade provided in the resource section of the manual.

Slide #14

This slide gives and example of a quick activity that combines social skill training with a CCSS in Reading Literature.

Embedding in Reading Literature CCSS

- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Pick a character from the story. Cite 3 examples of why you think the character feels this way. Turn & talk with a partner
  - Identifying emotions
  - Considering others perspective
  - Eye contact
  - Making choices

Allow participants to share other thoughts and ideas for different types of activities.
This slide gives an example of a quick activity that combines social skill training with a CCSS in Reading.

Allow participants to share other thoughts and ideas for different types of activities.

**Embedding in Reading Informational Text CCSS**

RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- Complete a Cause & Effect graphic organizer analyzing the what actions of the main character affected the outcome.
- Share ideas in a small group:
  - Self-monitoring
  - Taking turns
  - Maintaining appropriate personal space
  - Determining appropriate topics for conversation

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**Embedding in Writing CCSS**

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Give the writing prompt: Have you ever been bullied, or have you ever bullied someone? How did you feel? How do you think the other person felt? What could you do to improve the situation?
  - Empathy
  - Accepting differences
  - Self-advocacy
  - Self-determination
Slide #17

Embedding in Language CCSS

- L8.5: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Work with a partner to complete a four square for vocabulary in corresponding science activity:
  - Personal space
  - Taking turns
  - Collaborating with partner
  - Notetaking ideas
  - Active listening
  - Sharing responsibility

This slide gives an example of a quick activity that combines social skill training with a CCSS in Language.

Allow participants to share other thoughts and ideas for different types of activities.

Slide #18

CCSS Wheel of Social Skills

STEP 1:
- Determine the target skill

STEP 2:
- Rotate the wheel to uncover corresponding ELA CCSS for 7th or 8th grades

STEP 3:
- Identify a teaching strategy

STEP 4:
- Implement the activity, encourage student participation, and monitor student interactions

At this point in the presentation all participants should have access to the CCSS Wheel of social skills.

This is the time to explain how to use the resource.
This is the part of the presentation to ask questions about what they have learned during the professional development. It is also time to get feedback on the professional development.
APPENDIX C

CCSS Wheel of Social Skills
The following is the “CCSS Wheel of Social Skills” resource for teachers. The wheel has
4 parts and should be constructed as follows:

1) Cut each of the 4 parts around the edges.

2) Glue the colored wheels with the CCSS back-to-back. One side should have the 7th
grade standards. The opposite side should have the 8th grade standards.

3) On a brad (or other device that will allow the wheel to spin) put the yellow 7th grade
“Pac-man” on the brad.

4) Place the 7th grade CCSS side onto the brad so that the yellow “Pac-man” reveals a
colored triangle.

5) Place the green 8th grade “Pac-Man” facing out on the brad.

6) Close the end of the brad.

7) The yellow and green “Pac-Man” pieces should turn to reveal the underlying CCSS
under the corresponding social skill.
Implementing Social Skills in line with Common Core State Standards 7th Grade

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Implementing Social Skills in line with Common Core State Standards 8th Grade

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APPENDIX D

CCSS ELA Standards 7th-8th Grades
English Language Arts Standards
Reading: Literature Grade 7

Key Ideas and Details:

**CCSS.ELA-Literacy.RL.7.1**
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RL.7.2**
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL.7.3**
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure:

**CCSS.ELA-Literacy.RL.7.4**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**CCSS.ELA-Literacy.RL.7.5**
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

**CCSS.ELA-Literacy.RL.7.6**
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas:

**CCSS.ELA-Literacy.RL.7.7**
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**CCSS.ELA-Literacy.RL.7.8**
(RL.7.8 not applicable to literature)

**CCSS.ELA-Literacy.RL.7.9**
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity:

**CCSS.ELA-Literacy.RL.7.10**
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
English Language Arts Standards
Reading: Informational Text Grade 7

Key Ideas and Details:

CCSS.ELA-Literacy.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure:

CCSS.ELA-Literacy.RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.7.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-Literacy.RI.7.6
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas:

**CCSS.ELA-Literacy.RI.7.7**
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**CCSS.ELA-Literacy.RI.7.8**
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**CCSS.ELA-Literacy.RI.7.9**
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity:

**CCSS.ELA-Literacy.RI.7.10**
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
English Language Arts Standards
Writing Grade 7

Text Types and Purposes:

CCSS.ELA-Literacy.W.7.1
Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.7.1.a
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-Literacy.W.7.1.d
Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.1.e
Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and
cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-Literacy.W.7.2.b**
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-Literacy.W.7.2.c**
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**CCSS.ELA-Literacy.W.7.2.d**
Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-Literacy.W.7.2.e**
Establish and maintain a formal style.

**CCSS.ELA-Literacy.W.7.2.f**
Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CCSS.ELA-Literacy.W.7.3**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-Literacy.W.7.3.a**
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**CCSS.ELA-Literacy.W.7.3.b**
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-Literacy.W.7.3.c**
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
**CCSS.ELA-Literacy.W.7.3.d**
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-Literacy.W.7.3.e**
Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing:**

**CCSS.ELA-Literacy.W.7.4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-Literacy.W.7.5**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

**CCSS.ELA-Literacy.W.7.6**
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Research to Build and Present Knowledge:**

**CCSS.ELA-Literacy.W.7.7**
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**CCSS.ELA-Literacy.W.7.8**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
**CCSS.ELA-Literacy.W.7.9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.W.7.9.a**
Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**CCSS.ELA-Literacy.W.7.9.b**
Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**Range of Writing:**

**CCSS.ELA-Literacy.W.7.10**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
English Language Arts Standards
Speaking & Listening Grade 7

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.7.1.c
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy.SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-Literacy.SL.7.2
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.7.3
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas:

**CCSS.ELA-Literacy.SL.7.4**
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-Literacy.SL.7.5**
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**CCSS.ELA-Literacy.SL.7.6**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
English Language Arts Standards
Language Grade 7

Conventions of Standard English:

**CCSS.ELA-Literacy.L.7.1**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.7.1.a**
Explain the function of phrases and clauses in general and their function in specific sentences.

**CCSS.ELA-Literacy.L.7.1.b**
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**CCSS.ELA-Literacy.L.7.1.c**
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**CCSS.ELA-Literacy.L.7.2**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-Literacy.L.7.2.a**
Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

**CCSS.ELA-Literacy.L.7.2.b**
Spell correctly.
Knowledge of Language:

**CCSS.ELA-Literacy.L.7.3**
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-Literacy.L.7.3.a**
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use:

**CCSS.ELA-Literacy.L.7.4**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

**CCSS.ELA-Literacy.L.7.4.a**
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-Literacy.L.7.4.b**
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

**CCSS.ELA-Literacy.L.7.4.c**
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-Literacy.L.7.4.d**
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-Literacy.L.7.5**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

CCSS.ELA-Literacy.L.7.5.b
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

CCSS.ELA-Literacy.L.7.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

CCSS.ELA-Literacy.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
English Language Arts Standards
Reading: Literature Grade 8

Key Ideas and Details:

**CCSS.ELA-Literacy.RL.8.1**
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RL.8.2**
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL.8.3**
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure:

**CCSS.ELA-Literacy.RL.8.4**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-Literacy.RL.8.5**
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**CCSS.ELA-Literacy.RL.8.6**
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas:

**CCSS.ELA-Literacy.RL.8.7**
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**CCSS.ELA-Literacy.RL.8.8**
(RL.8.8 not applicable to literature)

**CCSS.ELA-Literacy.RL.8.9**
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity:

**CCSS.ELA-Literacy.RL.8.10**
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
English Language Arts Standards
Reading: Informational Text Grade 8

Key Ideas and Details:

**CCSS.ELA-Literacy.RI.8.1**
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RI.8.2**
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.8.3**
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure:

**CCSS.ELA-Literacy.RI.8.4**
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-Literacy.RI.8.5**
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**CCSS.ELA-Literacy.RI.8.6**
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-Literacy.RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
English Language Arts Standards
Writing Grade 8

Text Types and Purposes:

**CCSS.ELA-Literacy.W.8.1**
Write arguments to support claims with clear reasons and relevant evidence

**CCSS.ELA-Literacy.W.8.1.a**
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**CCSS.ELA-Literacy.W.8.1.b**
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**CCSS.ELA-Literacy.W.8.1.c**
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-Literacy.W.8.1.d**
Establish and maintain a formal style.

**CCSS.ELA-Literacy.W.8.1.e**
Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-Literacy.W.8.2**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-Literacy.W.8.2.a**
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.8.2.b
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.2.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.8.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.2.e
Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-Literacy.W.8.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.3.a
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.8.3.b
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.8.3.c
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CCSS.ELA-Literacy.W.8.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.8.3.e
Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.9.a
Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

CCSS.ELA-Literacy.W.8.9.b
Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing:

CCSS.ELA-Literacy.W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
English Language Arts Standards
Speaking & Listening Grade 8

Comprehension and Collaboration:

**CCSS.ELA-Literacy.SL.8.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.8.1.a**
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-Literacy.SL.8.1.b**
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-Literacy.SL.8.1.c**
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-Literacy.SL.8.1.d**
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-Literacy.SL.8.2**
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-Literacy.SL.8.3**
Delineate a speaker's argument and specific claims, evaluating the soundness of the
reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Presentation of Knowledge and Ideas:**

**CCSS.ELA-Literacy.SL.8.4**
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-Literacy.SL.8.5**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**CCSS.ELA-Literacy.SL.8.6**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
English Language Arts Standards
Language Grade 8

Conventions of Standard English:

CCSS.ELA-Literacy.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.1.a
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CCSS.ELA-Literacy.L.8.1.b
Form and use verbs in the active and passive voice.

CCSS.ELA-Literacy.L.8.1.c
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

CCSS.ELA-Literacy.L.8.1.d
Recognize and correct inappropriate shifts in verb voice and mood.*

CCSS.ELA-Literacy.L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.8.2.a
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-Literacy.L.8.2.b
Use an ellipsis to indicate an omission.

CCSS.ELA-Literacy.L.8.2.c
Spell correctly.
Knowledge of Language:
CCSS.ELA-Literacy.L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.3.a
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:
CCSS.ELA-Literacy.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.8.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.8.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

CCSS.ELA-Literacy.L.8.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.8.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.8.5.a
Interpret figures of speech (e.g. verbal irony, puns) in context.

CCSS.ELA-Literacy.L.8.5.b
Use the relationship between particular words to better understand each of the words.

CCSS.ELA-Literacy.L.8.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

CCSS.ELA-Literacy.L.8.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
References


Center on Instruction. (2012). *Student centered activities aligned to the common core state standards in English language arts and literacy in history/social studies, science, and technical subjects, k-5*. Portsmouth, NH: Connie Verhagen.

Collaborative for Academic, Social, & Emotional Learning (2015)
http://www.casel.org/social-and-emotional-learning/


