Public schools are replete with students whom teachers describe as rude, disruptive, and noncompliant. Professional educators generally agree that public education has a responsibility to help all learners attain some level of social, as well as academic, competence. The authors suggest that through the use of six guiding principles, which are considered effective in the design, modification, and evaluation of academic curriculum, social skills instruction will be more effective and students will be more likely to increase their social competence. The authors illustrate how the six guiding principles relate to social skills instruction.

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Application of Academic Design Principles to Social Skills Instruction

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