

Here's how to..... use the SOCCSS proforma

<p>What is the SOCCSS approach?</p>	<p>SOCCSS (Situation, Options, Consequences, Choices, Strategies, Simulations) was developed by Jan Roosa and is designed to help individuals understand social situations and interactions. SOCCSS is a step-by-step problem-solving process that encourages pupils to reflect on their behaviour and consider the consequences of their actions.</p>
<p>When would you use it?</p>	<p>The SOCCSS approach is highly structured and visual so whilst it is beneficial for the majority of pupils it is particularly effective for pupils that have a preference for visual based learning. The formulaic structure encourages elements of reflection without judgement and supports self-regulation.</p>
<p>What does it look like?</p>	<p>Please look at the examples included in this guidance.</p>
<p>Who should complete it?</p>	<p>Anyone can complete the SOCCSS proforma with the pupil but they are generally most effective when the pair have a positive working relationship.</p>
<p>How do you complete it?</p>	<p>It is important to consider when is the most appropriate time to complete this piece of work. Ideally the pupil will be in a calm state, not directly after a negative incident, so that they are able to be reflective and open to discussing alternative options.</p> <p>Situation – identify the situation that the pupil finds difficult, this could be following a one-off incident (punching someone on the playground) or an area that they want to improve (instigating conversations on the playground).</p> <p>Option - The member of staff should encourage the pupil to think about all the options that they could choose to take when they are in that situation again. Do not discourage the more random suggestions, simply make a note of them, and through the conversation encourage the pupil to select their favourite three. The adult should try to engineer it so that the most appropriate option is among the three selected.</p> <p>Consequences – Discuss the consequences that would happen for each of the three options that have been selected and record them in the column.</p> <p>Choice – Hopefully, through discussion the pupil will choose the most appropriate option.</p> <p>Strategy –At this point the discussion should focus on what the pupil can do if they are in that situation again. This should then be recorded as a point of reference going forward.</p> <p>Simulation – This is a key part of the process. When a strategy has been agreed the staff should provide opportunities for the pupil to practice. Ideally this will be in the same setting as the initial situation, it is far easier to 'do the right thing' in a quiet classroom instead of the hustle and bustle of a busy playground for example. Initially the member of staff will be with the pupil, gently reminding them of the strategy that has been agreed. Sometimes it may be appropriate to ask members of the class to play a role so that the pupil is able to practice their strategy. This may need to be done several times before the default behaviour has changed.</p>

	Follow up – Sometimes it may be appropriate to plan a follow up activity but this depends on the pupil and their progress.
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