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

What is the SOCCSS approach?	**SOCCSS** (Situation, Options, Consequences, Choices, Strategies, Simulations) was developed by Jan Roosa and is designed to help individuals understand social situations and interactions. The SOCCSS structure provides a supportive scaffold to enable pupils to develop and generalise social and interpersonal skills. This structure can be particularly useful for pupils with poor generalisation skills and those who find it difficult to develop skills through hypothetical conversation without a real-world context.
When would you use it?	The structure of the SOCCSS approach encourages reflection without judgement and supports self-regulation. The SOCCSS approach is a quality first strategy suitable for use with all pupils who need support to develop and generalise social and interpersonal skills including those with ASD and other additional needs where generalisation, theory of mind and executive function are key barriers.
What does it look like?	Please look at the examples included in this guidance.
Who should complete it?	Anyone can complete the SOCCSS proforma with the pupil but they are generally most effective when the pair have a positive working relationship.
How do you complete it?	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. The scaffold can be used both to reflect on a past incident or plan for a future one. **S**ituation – identify the situation that the pupil finds difficult, this could be following a one-off incident (hitting someone on the playground) or an area that they want to improve (instigating conversations on the playground). It may also be helpful to consider who was or will be involved in the situation and reasons for the present situation. **O**ption - 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 evaluate the responses, or discourage the more random suggestions (even if they are negative or unlikely) as the pupil's voice is important here and these are useful discussion points for the next step: considering consequences. This step encourages the pupil to develop perspective taking skills and to identify that they have a choice regarding how they respond within a given situation. Simply make a note of the options, and through the conversation encourage the pupil to select their favourite three. The adult can try to engineer it so that the most appropriate option is among the three selected should they feel this is necessary.

	Consequences – Discuss the consequences that would happen for each of the three options that have been selected and record them in the column. These may include, behavioural consequences, social consequences and emotional consequences and may relate directly to the pupil e.g. "I will get in trouble with the teacher" or to others e.g. "Susan may not trust me anymore". Remember that the role of the adult is to act as facilitator, helping the pupil to develop and consider consequences for each option rather than dictating them. **C**hoice – Hopefully, through discussion the pupil will choose the most appropriate option. The pupil will select the option or options that will have the most desirable consequences for them, or that they feel will be easiest to manage and undertake. **S**trategy –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. The aim of this step is to create a workable plan. The core element of this discussion will centre on HOW the pupil is going to achieve the desired outcome. You may need to consider: If the pupil has the tools and skills to make the plan work, if they need to seek help or permission prior to the plan and if anyone else needs to be aware of the plan. **S**imulation – Once the strategy has been created the final and most important part of the SOCCSS process can be undertaken. SIMULATION. The simulation can take the form of a role play, talking with a peer, talking with an adult, or creating a written plan. For example, once the strategy has been agreed the pupil may role play the strategy with the supporting member of staff, then share the strategy with a less familiar staff member before having an opportunity to practice the skill in context. It may be necessary to review the success of the strategy following its use and make adjustments to the strategy accordingly. It may be helpful to simulate and discuss the plan in multiple settings and on multiple occasions. It is common for staff to skip the simulation step when supporting a pupil, however the simulation is an integral part of the process and key to its success and therefore must be valued as a core part of the strategy. Pupils with poor generalisation skills are rarely able to take a hypothetical plan and successfully implement it without support to simulate a newly acquired skill. Follow up – Sometimes it may be appropriate to plan a follow up activity but this depends on the pupil and their progress.