

SOCIAL SKILLS INSTRUCTION GUIDE

Curriculum Development
SSD St. Louis County
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Introduction & Philosophy

Special School District recognizes that children need to be socially competent to be successful in all aspects of life. We also recognize that there are a large number of children and young adults who do not perceive the subtle social interactions around them, and would benefit from direct instruction of social skills. Social skills must be taught directly within a structured lesson to some students with disabilities, just as you would academics skills, in order for them to experience success. A goal of special education is to teach students to become independent adults who function effectively in society. A person who exhibits appropriate social skills has the opportunity to gain and maintain employment and friendships. It is the goal of this curriculum guide to provide the format and suggested activities to teach social skills to those students in need of this opportunity. The 92 social skills addressed in this guide are categorized into six domains; Initial Social Skills, Skills for Expressing Feelings, Social Relationship Skills, Classroom Skills, Decision-Making and Problem Solving Skills, and Conflict Management Skills.

This guide is intended for use with any individual who would benefit from social skills training for future success.

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Domain

Color of Section

Initial Social Skills	Buff
Expressing Feelings Skills	Blue
Social Relationship Skills	Yellow
Classroom Skills	Green
Decision Making & Problem Solving Skills	Goldenrod
Conflict Management Skills	Pink

- VIII. Role-play Rating Sheet
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Social Skills Curriculum Guide

How to Use This Guide

Early Childhood Special Education (ECSE) Instructional Model

In using this social skills curriculum, the teacher will note that the lesson design for early childhood social skills is based on the philosophy of the SSD ECSE program. To the extent possible, activities should occur within their natural context. Teachers should capitalize on naturally occurring routines (such as snack, outdoor play, etc.) and events in the class to teach developmentally appropriate skills. The following factors should be considered when facilitating the social skills training with young children:

*Lessons should be teacher facilitated rather than teacher directed.

*Lessons should be child initiated, child oriented, with children making choices.

*Lessons should be developed through collaborative effort by all team members (speech, OT, PT, etc.).

The ECSE teacher will find this manual provides general teaching strategies, which can be used as a basis for collaborative planning. For additional information refer to the ECSE section of this guide.

Lesson Design

The description of the instructional model for teaching social skills is included for teachers to have the opportunity to continue to refer to and reflect upon the critical teaching behaviors inherent to effective instruction. Each instructional step is described, and a list of key elements of critical teaching behaviors has been provided.

Skills Index

An index was developed to provide staff with a comprehensive list of skills included in this guide. The index is divided into six domains: Initial Social Skills, Skills for Expressing Feelings, Social Relationship Skills, Classroom Skills, Decision-Making and Problem Solving Skills and Conflict Management Skills.

Age-appropriate Sample Lessons and Activities

One complete sample lesson for each level (Primary, Intermediate and Secondary) is provided as an example.

A list of suggested age-appropriate activities and role-play ideas are provided for each social skill.

Role-play Rating Sheet

During role-play the Role-play Sheet is used to assist the teacher and students in providing feedback to the student performing the skill (main actor). The teacher completes a sheet and instructs non-acting students to note their observation of process steps completed by the main actor. The Role-play Sheet facilitates the active participation of all students during role-play practice.

The domain and specific skill is noted at the top. Main actor names are written across the top as they take turns during role-play. A suggested key is written at the bottom for teacher convenience, but may be adapted to meet individual needs. Spaces are made large enough to allow students to write within them, or for younger students to draw pictures or rebus symbols to indicate process steps.

Homework Sheets

Three homework sheet black line masters are included; one each for Primary, Intermediate, and Secondary levels. They are adapted from the Skill streaming forms developed by Dr. Arnold Goldstein. Their intended use is to provide the student with practice as they begin to generalize use of the skills and to provide a link to parents.

Once a skill has been taught, students are instructed to fill in the top half of the homework sheet during class. The student identifies the skill and its process steps, and where, when and with whom he/she intends to practice with. After the student applies the skill, he/she completes the form. The student brings the homework sheet to the next social skills class for discussion and feedback.

As an integral part of using the homework sheet, the teacher should instruct students to reflect and self-evaluate their performance.

Surveys

In order to determine a student's "social skill level", or to determine whether the student has improved his/her social abilities, surveys may be used. A number of survey forms are included. The Comprehensive Student Evaluation form is one way to gain initial information. Student, parent and teacher survey forms can be used to gather more in depth information.

Survey information can be used:

- At the beginning and end of the school year as pre/post tests,
- To determine which skill(s) to teach,
- To document skill improvements,
- To complete progress reports, and/or
- To indicate future goals.

Progress Reports

The intent of the Progress Report is to provide a permanent record of social skills taught to a student throughout his/her school years. It is also a method of recording the student's progress in the curriculum. As a part of the student's school/teacher file, a receiving teacher would have information about the student's present level of social functioning and past intervention strategies.

The progress reports are coordinated with the six domains described under the Skills Index section. All skills in each domain are addressed. It is not necessary to fill out all six-progress reports for each student. It is left to the teacher's discretion as to which domain would be the most appropriate for his/her class.

The progress report forms provide boxes to indicate at which level the student is functioning for each skill. Three levels are included; the child is able to "imitate" the skill with a model, the child is able to "simulate" the skill independently in a structured environment, the child is able to "apply" the skill in an unstructured environment independently. Record the year the skill is taught in the upper half of the appropriate box. After the skill is taught or at the end of the school year, record the progress made in the lower half of the box, using the key provided. Some skills may need to be taught or reviewed annually.

Cross Reference with Drug-Free Schools Curriculum

This curriculum has been cross-referenced with the Drug-Free Schools Curriculum to allow teachers to integrate instruction and supplement activities.

Resources and References

Resources and references that are provided include: professional resources and materials, supplemental instructional materials, technological resources and materials, parent resources and materials, and community resources. A brief description and informational data is provided for many of the listed resources.

Early Childhood Special Education

Children learn many fundamental social skills before they enter kindergarten. Before the age of five society expects young children to be able to interact with others, play cooperatively, initiate and maintain conversations and use manners at appropriate times to name a few. Children learn these things without formal social skill instruction. As with most learning in the preschool years, children learn social skills in naturally occurring situations during routine parts of their day. Young children learn almost everything through their own personal research experiments motivated by their curiosity and self-expression. These experiments are expressions of the child's urge to understand how the world works and how he/she fits into it. Adults call these natural learning experiences play. Play is a self-motivated creative exploration of the child's physical and social world, which is open ended and subject to revision by the child or outside forces.

Because young children learn best through their own play experiences, the role of the Early Childhood teacher is different than that of teachers of older children. Whereas older children have had enough life experiences to be able to conceptualize and internalize more abstract knowledge, younger children need more concrete experiences to help them internalize and retain knowledge. Thus, the teacher of young children must be more of a facilitator of experiences, rather than a teller of information. The Early Childhood teacher must observe a child to see what he knows, and arrange the environment so that a situation may occur in a child's day which will challenge him/her to grow and learn.

This philosophy of developmentally appropriate practice is applicable when teaching young children of all ability levels. In Show Me How II, (Goff, 1991), the Missouri Department of Elementary and Secondary Education's program guidelines for Early Childhood Special Education, the authors state that:

When working with young children with disabilities, the instructional strategies and curricular focus must address the areas of need for those children. However, this can occur within a broad context of appropriate learning environments for young children, whether or not they have special needs. The concept of the whole child must be kept in mind. An over-emphasis of isolated skill development is inappropriate. Enhancement of functional skills and social competence needs to be addressed through the learning environment. To the extent possible activities should occur within their natural context. Teachers should capitalize on naturally occurring routines (such as snack, outdoor play, etc.) and events in the classroom to teach developmentally appropriate skills as well as identified IEP goals and objectives (Goff, 1991).

Goff states that research indicates that most developmentally delayed children have greater difficulty in interactive play and have an absence of peer related social competence. Additionally, these children are frequently placed in homogeneous groupings and have few appropriate peer models (Goff 1991). She strongly suggests that children with disabilities and non-disabled peers integrate in the classroom, as well as in the community. She feels that the role

of the teacher as the facilitator of social interaction is especially important when integrating children with moderate and severe disabilities.

Preschool children learn social skills in an atmosphere of structured and unstructured play. The teacher must create an environment that supports the taking of risks and guarantees safety. Young children often initiate small group activities with play equipment. Dramatic play, for example, frequently involves at least two children. Social interaction opportunities will also occur during teacher directed activities when the teacher allows children to talk and problem-solve together. Social interaction may be enhanced by including activities throughout the day that bring the children into close proximity with one another, by including play equipment that requires more than one child, and by organizing play tasks that require the selection of partners. Play activities can be planned to require reciprocity and equality of skills....

Language/communication is the essential core of social interactions. All three basic functions of language (communication, expression and reasoning) are enhanced when young children converse with one another. Classrooms that foster peer interaction incorporate periods of adult silence and observation mixed with needed guidance. This orientation, which values silence and observation, is not a "hands off" approach. Rather, the teacher actively guides the children through subtle and necessary intervention. Adults influence the environment by determining the setting, its design, the objects present, and the social atmosphere (Muller and Bergstrom, 1986). For nondisabled children and the children with disabilities to accept one another, the teacher must set the tone for acceptance (Goff, 1991).

Social Skills, therefore, are best learned in naturalistic settings, which foster play interaction between all developmental levels of young children. The teacher's role is to facilitate social interaction skills by designing the environment to promote interaction, encouraging children to converse to each other and guide the children through interactions when necessary by asking questions, modeling feelings and verbal solutions to problems or parallel talking if appropriate. The Early Childhood Special Education Program of the Special District recognizes and encourages the use of developmentally appropriate practices. These practices and philosophy include the following principles:

- Children learn through active involvement and engagement with materials and people in their environment;
- Young children learn from whole to part;
- Young children feel more secure and operate more independently when provided with a consistent routine;
- Children choose what interests them. It is our aim to encourage child initiations and remain sensitive and responsive to facilitate their learning

In order to incorporate these goals and principles into the philosophy of early childhood special education, we support and promote an implementation model that is collaborative among

disciplines to facilitate growth and development. It is through this collaborative effort that we can provide appropriate experiences to promote learning in an integrated manner and uphold the key principles of learning for young children.

Goff, Paula. Show Me How II; Planning and Implementing Early Childhood Special Education Programs. Missouri Department of Elementary and Secondary Education, 1991, (p.11-17).

Mueller, E. and Bergstrom, J. (1985). Fostering Peer Relations in Young Normal and Handicapped Children. In Kathrine Borman (Ed.); The Social Life of Children in a Changing Society. (p. 191-192).

XIV.

XV. **Learning Objectives: Early Childhood Social Skills**

General Teaching Strategies:

1) Organize the environment

- a) Observe the child and determine the appropriate level of play and interaction.
- b) Provide new information that is contextually relevant if necessary.
- c) Maintain the topic so that new actions/communications logically extend previous acts.
- d) Provide opportunities for the child to interact.

2) Initiating and refining social skills/communications

- a) Observe the interaction initiated by the child.
- b) Interpret the interaction as a contextually appropriate request, command, protest, greeting, etc.
- c) Elaborate on the child's interaction, modeling expanded and extended actions/utterances.
- d) Use scaffolding strategies to assist the child's interactions such as:

- Prompts
- questions
- new information
- restatements
- close procedures
- gestures and pantomimes

Learning Environment:

Each child is encouraged to structure his/her own thinking to gain mastery over his/her social relationships through a variety of methods. These include observing, discovering, questioning,

problem solving and sharing activities. Learning activities must be provided within a natural context so that children can easily understand the appropriate social skills to use in the appropriate setting.

The following are suggested strategies for promoting several individual social skills.

Skill: Sharing

Teaching Strategies:

- set up the environment so that children must work cooperatively on a joint project (*block building, parachute play, table games, etc.*). Encourage children to play together.
- If a child wants to play with another child's toy but uses socially unacceptable means to get it, model the correct language such as "David, ask Mark if you can play with his toy when he is finished." Follow up to make sure the toy is given to the asker.
- If a child is unwilling to share, children may want to find a mutually agreeable solution, or the teacher may want to use a time limit for turn taking.

Skill: Dealing With Frustration

Teaching Strategies:

- Use in class observation and parent reports to determine areas which may be frustrating for the child.
- Complete a task analysis for the area of frustration to pinpoint any deficits impeding success.
- Through play and the environment, teacher structure opportunities for success in smaller units.
- Provide a model or hand- on- hand assistance.
- Provide an alternative choice for the activity.
- Check for physical limitations which impede success, for example gross and fine motor deficits, visual impairments, etc.
- Assist the child in verbally labelling feelings (*scared, afraid, feel that something is too hard, etc.*)
- Remind the child of success previously achieved.
- Use the child's communication system, (*signing, verbal communication board*) to facilitate the child's asking for help.
- Teach children to use appropriate communication rather than negative behavior.
- Discuss the child's frustration with parents and possibly assist in structuring appropriate expectations for the home setting.

Skill: Conflict Resolution

Teaching Strategies:

- If feasible, have children decide on classroom rules and post them. Teacher may decide on, explain and post rules if necessary.
- Help children learn self control and appropriate ways to express their feelings by:
 - recognizing and stating children's feelings ("I see that you are angry").
 - stating or clarifying the problem ("It makes you mad when Jane takes your toy").

-helping the child to become aware of others feelings ("Jane thought you had that toy too long").

-helping the children develop problem solving skills ("Jane wants a turn with that toy, too. What do you think you could do so you both can have a turn? . . . Can you think of a way that you can both play with the toy? . . . What if each of you had a turn for five minutes?").

-teach children to use words rather than acting out feelings when there is a conflict ("Tell Jane how you feel about her taking your toy." Or "Tell her you don't like it when she takes your things." or use "stop" or "no" sign for the nonverbal child).

- Encourage children to work out their own problems whenever possible. When this isn't working some children like to use the "Class Meeting" strategy. When there is a conflict the teacher calls the class together and requests solutions to the conflicting children's problems. Children discuss the solutions until one is agreed upon by the majority of the class.
- Some teachers use the "Peace Table" method. Conflicting children must sit at a peace table until they can agree to a solution to their problem.
- Remember, it takes maturity to demonstrate an understanding and consideration for others. Maturity is not something most preschool children are known to possess.

Skill: Negotiating Differences

Teaching Strategies:

- Plan a project, such as block building or mural painting which involves several children with a shared goal. Generally, as children will have different ideas on how to attain that goal they must negotiate and compromise so that the goal may be achieved. Make sure that children can finish the project by themselves, without adult help. Children also need to have a finished product visible, rather than something abstract.
- The role of the teacher during negotiations is to help children focus on the goal by restating and clarifying children's solutions to the problems. For example, if two children are building a garage out of blocks the teacher might say "I see John is making the building two blocks high on his side, so his truck will fit into it." Jane may then tame her side two blocks high, or suggest another solution how to fit John's truck into the garage. Teachers should avoid suggesting solutions to problems, rather by using prompts, questions, restatements or providing new information she should encourage the children to negotiate their own differences.
- Opportunities for cooperative problem solving occur throughout the day in free choice activities such as table games, physical knowledge experiments or block building, or open ended projects such as dramatic play, making up a new game or spontaneous art projects.

Skill: Predicting Consequences

Teaching Strategies:

- As young children gain experiences in the world they begin to act with a purpose in mind. Through repeated actions on their part, children receive a reaction. The key to a young child being able to predict a social consequence is the consistency and frequency of the response. For example, if a teacher wants a child to know that she will receive a greeting if she first gives a

greeting, the teacher must always be consistent in returning greetings to the child at appropriate times. Situations where preschool children can be trained to predict social consequences happen innumerable times during the day.

Skill: Introducing Yourself

Teaching Strategies:

- Opportunities arise for the teacher to model and teach introduction skills at naturally occurring times, such as when a visitor comes to class, or during community access activities. Other ways to promote knowledge of this skill would be to put several telephones in the dramatic play area and encourage children to phone each other. Children also enjoy identifying themselves and listening to their voices on a tape recorder. Doll and puppet play time is a good time to encourage and model introductions.

Skill: Asking for Help.

Teaching Strategies:

- Organize the environment so that the child will need another person to help him complete a task (*getting dressed, clean up, etc.*). As the need arises the teacher may prompt students by asking, "Do you think this is too hard for you to do? How could you get this done faster? Do you want to ask for help?" Model correct language if necessary.

Skill: Interrupting Appropriately

Teaching Strategies:

- As the situation arises in the classroom the teacher can help the student by not giving eye contact or ignoring a child who is inappropriately interrupting. When the time is appropriate the teacher can direct her attention to the child's needs. At this point the teacher may wish to recognize and state the child's feelings, "I know you wanted to talk to me"; state her feelings, "It is hard for me to listen to you when I am talking to someone else"; state her wishes for his behavior, "I would like you to wait until I'm done talking to Jim next time so that I can listen to you, unless it is very important", or the teacher may ask him to state his need, "What would you like to tell me?"
- If a child needs help interrupting, the teacher can give eye contact at the appropriate time. If this is not enough, she can use scaffolding strategies to assist the child such as prompts, questions, adding new information, or using gestures or pantomimes. For children who are able to generalize situations, puppetry could be used as a way to model the process.

Skill: Dealing With Fear

Teaching Strategies:

- Teaching Strategies: Teachers need to identify fears in young children by observation, child or parent report. Teachers can desensitize fears using a variety of techniques. For example, if a child has a fear of Santa Claus, a teacher may want to read Santa stories, being in a Santa suit for which children can try on, and roleplay visiting Santa, using a familiar adult as Santa.
- Fear of the dark may require a slow progression of light dimming over a period of several

weeks. Adults need to recognize children's right to be fearful, and help the child verbalize his/her fears.

Skill: Showing Affection

Teaching Strategies:

- Teaching Strategies: During the preschool years, young children are often encouraged to hug or kiss relative strangers because it is "cute." However, as some children with developmental disabilities grow older, it is difficult for them to unlearn this behavior and it ceases to remain socially appropriate. Therefore, it is especially important to help young children know when and with whom to show affection. This can generally be done in everyday situations. Teachers can encourage children to give parents a hug when they leave the classroom, model waving goodbye to the bus driver, or modeling smiling and greeting friends. Use of puppetry or doll play may help some children internalize this concept.
- Teachers need to discuss with parents what is socially acceptable behavior in the child's family, and help parents understand why they are teaching specific behaviors at school.

Skill: Turn Taking

Teaching Strategies:

- Strategies: Set up a high interest activity that involves steps to complete such as a cooking project, board game, or shopkeeper/customer dramatic play. Make sure there are just two or three children involved at first, so participants don't have to wait long for a turn. The teacher may want to suggest who goes first, second and third, then ask the children to remember the order for their second turn. As a follow-up, the teacher may want to discuss with children why it is important to take turns, citing an example of a child whose turn was skipped, and how they felt.

Lesson Design

Instructional Steps and Critical Teaching Behaviors for Teaching Social Skills

THE INSTRUCTIONAL SEQUENCE IS:

- Discuss
- Model
- Practice and Roleplay with Feedback
- Application with Feedback

DISCUSS

The teacher **defines** the social skill and explains the process steps a student uses to be successful at using the skill. The teacher discusses and **elicits student participation** in identifying **the rationale** for learning the skill and identifying situations **where** and **when** the skill might be applied. The teacher discusses the outcomes of using the social skill appropriately.

Key elements of effective instruction:

- Define the skill and process steps
- Define terms
- Elicit rationale
- Describe physical actions (What my body is doing)
- Describe mental actions (What I'm thinking)
- Describe how to remember the process steps
- Discuss situations for student use

MODEL

The teacher reviews the steps and rationale with students. The teacher demonstrates the skill to be learned using the process steps by roleplaying with a partner. The students are cued to observe carefully with the expectation that they will provide feedback and have a turn roleplaying. The teacher should model both physical and mental processes (think aloud-metacognition). The model should always conclude with a positive ending.

Key elements of effective instruction:

- Demonstrate use of process steps
- Think aloud ("My choices are . . .")
- Problem-solve (If I choose this then . . .)
- Self-monitor (I've got to keep my cool when . . .)

PRACTICE AND ROLEPLAY WITH FEEDBACK

Verbal Practice

The teacher facilitates students' memorization and understanding of the process steps. The

teacher assists students in verbally rehearsing the process steps to an automatic level through rapid-fire drills. The teacher requires students to verbally elaborate on each of the process steps to ensure comprehension.

Key elements of effective instruction:

- State the overall intent of the process steps
- Query students on the process steps to an automatic level
- Query students on their understanding of the process steps
- Facilitate rapid-fire drills
- Quiz students on memorization and understanding of process steps

Roleplay

(Action Oriented! - a rehearsal procedure using simulated situations)

After setting ground rules for roleplay, the first roleplay is selected. Set up the roleplay situation. Allow the student practicing the process steps to see the chart where the steps are clearly posted. Every student in the room should have a task to do during the roleplay, i.e. assign steps to individual students to observe in order to give feedback (see role play rating sheet). Materials and situations should be controlled so that students can focus on practicing the process steps correctly. Conduct the roleplay.

Optimal learning is created by preventing incorrect practice and providing as many opportunities for correct practice as possible. Guided practice is continued until students demonstrate a high level of proficiency. As a student progresses towards independent practice, cues should be gradually faded out.

Key elements of effective instruction:

- Set rules for roleplay sessions, such as:

-Body Basics:

Face the person
Make eye contact
Use pleasant tone of voice
Positive facial expression
Correct posture

- Everyone must actively participate
- Everyone must roleplay the skill

- Select simulations of interest/reality to participants
- Consider the environment and use realistic settings
- Consider student comfort level
- Define roles of actors and observers
- Give directions
- Control materials and situations

- Cue student participation
- Monitor and provide feedback

Provide Feedback

Teacher effectiveness studies show that the use of effective and timely feedback can cut teaching time in half. Feedback should occur as soon after the student performs the task and/or just prior to the follow-up lesson. Teachers generally monitor and give feedback during guided (roleplay) and independent practice. Feedback can be given individually or in a small group. As teachers monitor students' performance best practice includes the "**3 in 1 rule**" for feedback. Provide students with **3 positive** (students need to know what they did right so they can repeat it) and **1 corrective** (have the student correct or provide an additional model and then have the student correct) statements. The co-roleplayer should give his/her feedback first, followed by student observers. The teacher gives feedback last. Feedback should be positive, corrective, and specific. Encourage students to use the rating sheet.

Key elements of effective instruction:

- Elicit student's positive feedback
- Elicit and review student's correction
- Teacher and student review correct process
- Provide student with a model of correct skill use before end of session
- Prompt student application

APPLICATION WITH FEEDBACK

Teachers discuss situations in which the skill can be used outside of the classroom. Homework sheets are given out and students fill in the top half, which includes information about where and when they might practice the skill, in class. The bottom portion is filled out with information describing what really happened after they have completed the assignment. The teacher monitors and provides feedback throughout this process.

To assist in the application process plan for use outside of the classroom by enlisting others to cue use. Prompt student mastery, phasing out cues provided by the teacher.

Application cont.

Key elements of effective instruction:

- Give directions
- Monitor student performance
- Provide individual assistance as needed
- Cue metacognition (self-talk)
- Give feedback - positive/corrective
- Prompt use
- Interview others for feedback

CRITICAL TEACHING BEHAVIORS

Teacher effectiveness studies show that the use of advance and post organizers drastically increase the amount of information a student gains from a lesson. Best practice shows that **every lesson** should contain both an advance and post organizer. Components of advance and post organizers include the following critical teaching behaviors.

Advance Organizer

- Gain participants attention.
- Review previous learning.
- State goal of the lesson.
- Link goal to past and future learning.
- Personalize the skill by eliciting rationale for learning the skill.
- State expectations - tell student what they are expected to do with the information.

Post Organizer

- Review the process steps.
- Personalize the skill by discussing where and when the student might use the skill.
- State expectations and give directions for practicing/using the skill.
- Preview future lesson.

Note: **Not all critical teaching behaviors need to be included in every advance and post organizer.**

For example: **If you teach "Introducing Yourself to Others" for seven lessons, you might not want to include rationale in every advance organizer.**

Social Skills Lesson Planner

Week of:

Goal: To improve

Objective(s):

1.

2.

Process Steps:

1.

2.

3.

4.

5.

Steps for Teaching

DISCUSS

Advance Organizer:

Lesson:

Post Organizer:

MODEL THE PROCESS STEPS

Advance Organizer:

Lesson:

Post Organizer:

PRACTICE AND ROLEPLAY WITH FEEDBACK

Advance Organizer:

Lesson:

Post Organizer:

Homework:

APPLICATION WITH FEEDBACK

Advance Organizer:

Lesson:

Post Organizer:

Homework:

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Maintain a conversation	3.16
End a conversation	3.17
Join in (gain attention appropriately)	3.18*
Interrupt appropriately	3.19*
Apologize	3.20
Accept compliments	3.21
Give compliments	3.22
Ask for help	3.23*
Offer help	3.24*
Ask a favor	3.25
Respond appropriately to situations (humor, anger, moods)	3.26
CLASSROOM SKILLS	4.0
Use adults as resources	4.1*
Bring materials to class	4.2
Follow instructions	4.3
Follow rules	4.4*
Complete assignments	4.5

Use time wisely	4.6
Try when it is difficult.	4.7
Take risks	4.8

DECISION-MAKING & PROBLEM SOLVING SKILLS 5.0

Anticipate a difficult situation	5.1*
Identify a problem	5.2*
Identify solutions	5.3*
Predict consequences	5.4*
Decide on a solution	5.5*
Convince others	5.6
Prioritize	5.7*
Set & attain goals	5.8*

CONFLICT MANAGEMENT SKILLS 6.0

Maintain self-control	6.1*
Identify stressful situations	6.2*
Relaxation skills/tactics	6.3*
Stand up for a friend	6.4
Respect others' rights and property	6.5
Negotiate differences/compromise	6.6
Tease appropriately	6.7
Respond to teasing	6.8
Identify peer pressure	6.9*
Respond to peer pressure	6.10*
Accept consequences	6.11*
Be assertive	6.12
Avoid trouble	6.13*
Avoid fights	6.14*
Deal with accusations	9.15
Deal with contradictions	6.16
Respond to persuasion	6.17
Accept constructive criticism	6.18
Accept limits/"no"	6.19
Take responsibility for behavior	6.20*

* Additional material for this skill is available in the Here's Looking at You, 2000®. Please refer to the cross reference table in this guide for the appropriate kit

**SAMPLE AGE -
APPROPRIATE
LESSONS**

Initial Social Skills

Sample Age-appropriate Lesson - Primary

Level: Primary

Skill: Share

Goal: To improve initial social skills

Objective(s):

1. The student will demonstrate willingness to share time and materials with others.
2. The student will demonstrate use of the process steps for sharing.

Process Steps:

1. Decide if you want to share something.
2. Decide whom you want to share with.
3. Choose a good time and place.
4. Offer to share in a friendly and sincere way. (McGinnis & Goldstein, 1984 p. 133)

Advance Organizer

Teacher brings in enough cookies for half of the class.

Gain attention:

"Class, I have five cookies for you but there are ten children in class today."

"What should we do?" (elicit student responses)

"Yes, very good. We should share them."

Rationale:

"Why should we share them?" (elicit student responses)

"Where and when should we share with others?" (elicit student responses)

Review:

"Do you remember our discussion yesterday on sharing and the steps we use to share?" (elicit student responses)

"What were the steps?" (elicit student responses)

State goal of lesson:

"Today, I will show you how to use the steps. I will think aloud so you will know what is going on in my head. I will do this so you know what you should be thinking while you are using the process steps for sharing."

State expectations:

"I want you to watch carefully, because tomorrow it will be your turn to practice using these steps for sharing."

"Are there any questions?"

Model**Set the stage:**

"I am at the neighborhood pool. My parents sent my favorite snack with me. One of my friends is at the pool. He did not bring a snack with him, and he left his money at home." The teacher selects a qualified student or a para-educator to co-act with her. The co-actor will play the part of the friend.

Teacher: Come on Johnny, I'm hungry. Let's go have our snack now.

Johnny: I forgot to bring by snack money with me.

Teacher: (Step out of role, place finger to head to indicate "think aloud")

Think aloud & Problem Solve:

Oh, Johnny doesn't have anything. I'm very hungry and mom packed my favorite snack.

- Process Step 1. Decide if you want to share something.
2. Decide whom you want to share with.

Think aloud & Problem Solve:

Do I want to share it with him? He is my friend. He would keep me company at the snack area. I wouldn't starve if I shared it with him. OK, I'll share it with him and he will be glad.

Process Step 3. Choose a good time and place.

Think aloud & Problem Solve:

We'll go now since I'm hungry and we have already started talking about it.

Process Step 4. Offer to share in a friendly and sincere way.

Teacher: Johnny, I have a snack that my mom packed for me. Would you like to share it with me?

Johnny: That would be great. Thanks!

Think aloud & Self Monitor:

I feel good about this and I did a great job using my process steps for sharing. I'll have to tell Ms. Jones on Monday.

Post Organizer

"How did I do using the process steps?" (elicit student responses)

"Why did I point to my head?" (elicit student responses)

"Yes, very good. I was thinking aloud."

Review the process steps:

"Let's review the process steps for sharing. The first step is . . . (elicit student responses)? The second step is . . ." (elicit student responses) etc.

Personalize:

"Where and when might you use these steps for sharing this weekend?" (elicit student responses)

Preview future lesson:

"Tomorrow it will be your turn to practice these steps. We will role-play with partners."

"Are there any questions?"

"You may now share the cookies!"

Sample Age-appropriate Lesson - Intermediate

Level: Intermediate

Skill: Share

Goal: To improve initial social skills

Objective(s): Student will demonstrate use of process steps for sharing.

Process Steps:

1. Decide if you want to share.
2. Decide whom you want to share with.
3. Choose a good time and place.
4. Offer to share in a friendly, sincere way. (McGinnis & Goldstein, 1984, p. 133)

Advance Organizer

Teacher brings in soda for the class in cans (not enough cans for each student to have one).

Gain Attention:

"I brought soda in today. What do you think we should do with it?" (elicit student responses)

"Of course we should have some. How will we make sure that everyone gets some?" (elicit student responses)

Rationale:

"Why should we see that everyone gets some?" (elicit student responses)

"How would you feel if you were left out?" (elicit student responses)

"Do you think everyone should have the same amount of soda?" (elicit student responses)

Review:

"Do you remember our discussion yesterday on sharing and the steps we use to share?" (elicit student responses)

"What were the steps?" (elicit student responses)

State goal of lesson:

"Today I will model the steps for you. I will say what I should be thinking of when I choose to share."

"That will be my cue for you to know that I am using the process steps."

State expectations:

"I want you to watch carefully, because tomorrow it will be your turn to practice using these steps for sharing."

"Are there any questions?"

Model

Teacher models process steps: situations - school supplies, clothes or games.

Post Organizer**Personalize:**

"Where and when might you use these steps for sharing this weekend?" (elicit student responses)

Preview future lesson:

"Tomorrow it will be your turn to practice these steps. We will role-play with partners."

"Are there any questions?"

"You may now share the soda!"

Sample Age-appropriate Lesson - Secondary

Level: Secondary

Skill: Share

Goal: To improve initial social skills

Objective(s): Student will demonstrate use of process steps for sharing.

Process Steps:

1. Decide if you want to share something.
2. Decide whom you want to share with.
3. Choose a good time and place.
4. Offer to share in a friendly and sincere way. (McGinnis & Goldstein, 1984, p. 133)

Advance Organizer

Teacher brings in a pizza.

Gain attention:

"I brought this pizza today to share with you all. How are we going to do this?" (elicit student responses)

"You're right; we need to split it up. What are some suggestions?" (elicit student responses and reach consensus)

Rationale:

"Why is it important for everyone to have the same amount? (elicit student response)

"Do you remember times when this has not been the case?" (elicit student responses)

"Are there times when things don't have to be shared equally?" (elicit student responses)

Review:

"Yesterday we went over the process steps. What were they? (elicit and list student responses)

State goal of lesson:

"Today I will demonstrate how to use this skill. I will be using self-talk while I model the skill."

State expectation:

"I want you to watch carefully, because tomorrow it will be your turn to practice using these steps for sharing."

"Are there any questions?"

Model

Teacher models process steps: situations - food, clothes, music tapes, gym equipment.

Post Organizer

Personalize:

"Give me some examples of sharing that's necessary at school." (elicit student responses)

Preview future lesson:

"Tomorrow it will be your turn to practice these steps. We will role-play with partners."

"Are there any questions?"

"Pizza time!"

Sample Age-appropriate Lesson - Primary

Level: Primary

Skill: Deal with Frustration

Goal: To improve skills for expressing feelings

Objective(s): Given a frustrating situation, student will be able to demonstrate process steps.

Process Steps:

1. Stop and think, "How does my body feel?"
2. Take a deep breath.
3. Assess why you feel like this.
4. Realize choices you can make:
 - A) Say "I feel frustrated because . . ."
 - B) Ask someone for help.
 - C) Find something else to do.
 - D) Practice relaxation.
5. Do it.

Advance Organizer

Teacher brings in pictures that represent process steps.

Gain Attention:

"I brought in these pictures to help us remember the steps we use when we feel frustrated."

Review:

"To help you remember the steps, I am going to tell you the step that goes with each picture."
Teacher matches process steps to corresponding pictures.

Practice and Roleplay with Feedback

Verbal Practice:

Teacher puts pictures along chalkboard. Teacher states a process step and a student selects the corresponding picture. Continue activity until responses are accurate 80% of the time. Teacher should utilize corrective feedback (i.e. "That picture goes with Step #1. Stop and think. Find the picture that goes with Step #2, Take a deep breath.").

Post Organizer

Review:

"As I point to each picture, tell me the process step." As teacher points to each picture class verbalizes corresponding process step.

Preview future lesson:

"Tomorrow I am going to show you a good way to act when you feel frustrated." Teacher demonstrates non-verbal body language of frustration.

Sample Age-appropriate Lesson - Intermediate

Level: Intermediate

Skill: Deal with Frustration

Goal: To improve skills for expressing feelings

Objective(s): To demonstrate self-control when confronted with frustrating situations.

Process Steps:

1. Stop and think, "How does my body feel?"
2. Take a deep breath.
3. Assess why you feel like this.
4. Realize choices you can make:
 - A) Say, "I feel frustrated because. . ."
 - B) Ask someone for help.
 - C) Find something else to do.
 - D) Relaxation.
5. Do it.

Advance Organizer

Teacher presents poster with picture cues and written process steps.

Gain Attention:

"We are going to use this poster to help us remember the process steps to use when we feel frustrated."

Review:

"Who will tell me the steps? You can look at the poster." (elicit student responses)

Practice and Roleplay with Feedback

Verbal Practice:

Teacher covers the process steps, one at a time. After each step is covered, elicit student responses. "Now you can't see one step. Who can tell me all the steps, even the one I covered up?" (elicit student responses, until all steps are covered)

Post Organizer

Review:

"Show me you know the steps. I want each of you to draw the pictures for each step on your paper. Keep them in the right order.

Any questions?"

Preview:

"Tomorrow I will model the use of the process steps."

Sample Age-appropriate Lesson - Secondary

Level: Secondary

Skill: Deal with Frustration

Goal: To improve skills for expressing feelings

Objective(s): Student will demonstrate ability to deal with frustration.

Process Steps:

1. Stop and think, "How does my body feel?"
2. Take a deep breath.
3. Assess why you feel like this.
4. Realize choices you can make:
 - A) Say, "I feel frustrated because. . ."
 - B) Ask someone for help.
 - C) Find something else to do.
 - D) Relaxation.
5. Do it.

Advance Organizer

Teacher puts process step numbers and first letter of each process step on the chalkboard.

Gain Attention:

"We are going to continue to learn how to deal with frustration. Look at the board. I have written the number of process steps and the first letter of each step."

Review:

"We went over the process steps yesterday. Use the letter cues to jog your memory and tell me the steps you recall." (elicit student responses) (Teacher provides missing steps.)

Practice and Roleplay with Feedback

Verbal Practice:

"As I point to you, name the next process step. I am going to leave our notes on the board for a while, but I will erase them as we continue. This will help you to memorize the process steps before you role-play." (Teacher facilitates rapid-fire drill of process steps)

Post Organizer

Preview:

"Tomorrow I will model the use of the process steps."

Social Relationships

Sample Age-appropriate Lesson - Primary

Level: Primary

Skill: Interrupt Appropriately

Goal: Improve social relationship skills

Objective(s): Student will be able to interrupt a conversation of two or more people to deliver a message or comment.

Process Steps:

1. Decide if you need to interrupt.
2. Approach the person.
3. Make eye contact.
4. Say, "excuse me".
5. Wait for a response.

Advance Organizer

Review:

"Who can tell me when it's OK to interrupt?" (elicit student responses)

"Does anyone remember the steps we learned for a good way to interrupt?" (Teacher provides corrective feedback)

State Goal of Lesson:

"Today, can you show me how to interrupt in a nice way?"

Practice and Roleplay with Feedback

"I'll be the mom. Who will show us how to get mom's attention when she's on the phone?"
(Accept volunteers, take turns. Use additional role plays at teacher discretion. Teacher should provide positive and corrective feedback.)

Post Organizer

State Expectations:

"If you need to interrupt someone later on today, think about the steps and try to use them. You can tell us about it tomorrow."

Sample Age-appropriate Lesson - Intermediate

Level: Intermediate

Skill: Interrupt Appropriately

Goal: Improve social relationship skills

Objective(s): Student will be able to interrupt conversation of two or more people to deliver a message or comment.

Process Steps:

1. Decide if you need to interrupt.
2. Approach the person.
3. Make eye contact.
4. Say, "excuse me".
5. Wait for a response.

Advance Organizer

Review:

"Yesterday we reviewed the process steps for how to interrupt and I modeled those steps for you. Who can tell me the steps?" (elicit student responses)
(Teacher provides corrective feedback.)

State Goal of Lesson:

"Today you are going to role-play the process steps. I will give you a situation to act out. Remember to use self-talk to show us what you are thinking."

Practice and Roleplay with Feedback

Teacher pairs students.

"You will be a student and you will be a teacher who is giving a lecture. The student has to deliver a message to the teacher. Show us how you will use the process steps to accomplish this."
(Use additional role plays at teacher discretion. Teacher decides upon type of feedback to be given dependent upon class maturity: co-roleplayer, student observers, and /or teacher)

Post Organizer

State Expectations:

"I would like for each of you to report back tomorrow about a situation in which you have used this skill."

Sample Age-appropriate Lesson - Secondary

Level: Secondary

Skill: Interrupting Appropriately

Goal: Improving communication skills.

Objectives: Student will be able to interrupt conversation of two or more people to deliver a message or comment.

Process Steps:

1. Decide if you need to interrupt
2. Approach the person
3. Make eye contact
4. Say, "excuse me"
5. Wait for a response

Advance Organizer

Gain Attention:

Arrange for another individual to interrupt class activity in an inappropriate manner.
"What was wrong with the way that Mr. interrupted our class?" (elicit student responses)

Review:

"What are some ways that you know are appropriate to interrupt others?" (elicit student responses)

"What are some reasons why you would interrupt others?" (elicit student responses)

State Goal of Lesson:

"Today you will learn reasons why we interrupt, the appropriate steps for interrupting, and several ways to interrupt depending on the situation that you are in.

Rationale:

"Why do you think it is important to learn the appropriate way to interrupt?" (elicit student responses) {polite, make/keep friends, respect others, others will see me as polite, mature }

State Expectations:

"By the end of this lesson you will write at least three reasons why you would interrupt, copy the steps for interrupting, and state at least three ways to interrupt in your social skills notebook."

Describe:

(Students should be note taking during this phase of instruction)

Discuss reasons for interruptions; elicit from students first, but ensure that the following are included:

1. Information
2. Clarification
3. Permission
4. Join conversation or activity
5. Ask for help

Discuss how emergencies should be handled differently.

Discuss results of inappropriate interruptions.

"What things do you need to think about before interrupting others?" (elicit student responses)

"What are some ways to get the persons attention?" (elicit student responses)

Introduce the process steps.

1. Decide if you need to interrupt
2. Approach the person
3. Make eye contact
4. Say, "excuse me"
5. Wait for a response

Post Organizer**Review:**

Elicit from each student - reasons why you would interrupt, the steps for interrupting, and ways to interrupt.(can do this in a written quiz format or verbal drill)

Preview:

"Tomorrow we will continue learning about the correct way to interrupt others. I will

demonstrate for you at least two different situations so that you can watch for the steps. Then you will have an opportunity to role play a situation that you choose." **Cue Use:**
"Reread your notes for homework. Watch for others and be aware of your own opportunities to interrupt appropriately. Come to class tomorrow with a situation that you want to practice."

Classroom Skills

Sample Age-appropriate Lesson - Primary

Level: Primary

Skill: Follow Rules

Goal: Improve classroom skills

Objective(s): The student will follow rules in a variety of settings.

Process Steps:

1. Remind yourself of the rules.
2. Think about possible consequences of not following the rules.
3. List your choices.
4. Evaluate what you should do.

Advance Organizer

Teacher brings in a new game.

Gain attention:

"Look! We have a brand new game today!"

Review:

"We've been talking about following rules. What does following rules have to do with this new game?" (elicit student response)

Model

Teacher models rules for the students.

Practice with Feedback:

Teacher and students play the game, with teacher monitoring and providing positive and corrective feedback.

Post Organizer

Personalize:

"This is one way we follow rules in our class."

Preview:

"Tomorrow we're going to talk about how and when to use the skills at home."

Sample Age-appropriate Lesson - Intermediate

Level: Intermediate

Skill: Follow Rules

Goal: Improve classroom skills

Objective(s): Student will follow rules in a variety of settings.

Process Steps:

1. Remind yourself of the rules.
2. Think about possible consequences of not following the rules.
3. List your choices.
4. Evaluate what you should do.

Advance Organizer

Teacher brings in new game.

Gain attention:

"I brought in a new game for you to learn to play today. Has anyone played this game before?"
(elicit student responses)

Review previous learning:

"We've been talking about following rules. What does following rules have to do with this new game?" (elicit student responses)

Model

Teacher has class members read and explain the rules. Teacher assists with clarification as necessary and with starting the game.

Practice with feedback:

Teacher and students play the game, with teacher monitoring and providing positive and corrective feedback.

Post Organizer**Personalize:**

"By following the game rules, you were able to successfully learn to play a new game. Following rules helps you in a variety of ways. Other than games, when do you need to follow rules?"
(elicit student responses)

Preview:

"Tomorrow we will review the process steps for following rules and how to use them at home or at school."

Sample Age-appropriate Lesson - Secondary

Level: Secondary

Skill: Follow Rules

Goal: Improve classroom skills

Objective(s): The student will follow rules in a variety of settings.

Process Steps:

1. Remind yourself of the rules.
2. Think about possible consequences of not following the rules.
3. List your choices.
4. Evaluate what you should do.

Advance Organizer

Review previous learning:

"We've talked about the importance of following rules. What are some of the reasons - let's quickly review." (elicit student responses)

"Let's also review the process steps." Teacher writes numerals 1-4 on the board, and students respond by naming the process steps.

State expectations:

"Watch as I model the process steps."

Model

Teacher sits and acts like he/she is driving a car. "Well, it was nice of Mom and Dad to let me drive the car to the ballgame. I need to fill it up with gas before I go home. I'm tired. . .I'd like to just go on home, but if I do I may not get the car again for awhile. Or, they may not notice. Hmm. . .I'm not going to take a chance. I'll just fill it up and I won't have to worry about it."

Practice with Feedback:

Roleplay -

"Here is a list of roleplays you can choose from" (provide a list for each student). If it's not your turn to roleplay, remember to be quiet and observe to see what the actor does to show he's following the skill steps. Who'd like to go first?" (Students take turns roleplaying. Teacher follows guidelines for feedback).

Post Organizer**Personalize/preview:**

"For tomorrow, bring in your own ideas about following directions to use for roleplay."

Decision Making and Problem Solving Skills

Sample Age-appropriate Lesson - Primary

Level: Primary

Skill: Predict Consequences

Goal: Improve decision-making and problem solving skills

Objective(s): Given a situation, student will be able to list possible outcomes of various behaviors.

Process Steps:

1. Stop and think.
2. Ask yourself, "What will happen if I...?"
3. Ask, "Is that what I want?"
4. If "yes", do it.
5. If "no", go back to Step #2.

Advance Organizer

Review:

"We have talked about consequences. There are good and bad consequences. What's the question we ask to help us think about consequences?" (Refer to process steps) "What are some good consequences we have talked about?" (elicit student responses) "What are some bad consequences we have talked about?" (elicit student responses)

Application:

"Let's talk a little bit more about things that have consequences."
Teacher shows pictures from cartoons, magazines and elicits student responses about consequences. Teacher provides corrective feedback as necessary.

Post Organizer

Personalize:

"All of us have different consequences at home. Go home tonight and ask your parents what the consequence is for not eating all of your dinner. Tomorrow we will talk about the different consequences."

Sample Age-appropriate Lesson - Intermediate**Level: Intermediate****Skill: Predict Consequences****Goal:** Improve decision-making and problem solving skills**Objective(s):** Given a situation, students will be able to list possible outcomes of various behaviors.**Process Steps:**

1. Stop and think .
2. Ask yourself, "What will happen if I...?"
3. Ask, "Is that what I want?"
4. If "yes", do it.
5. If "no", go back to step #2.

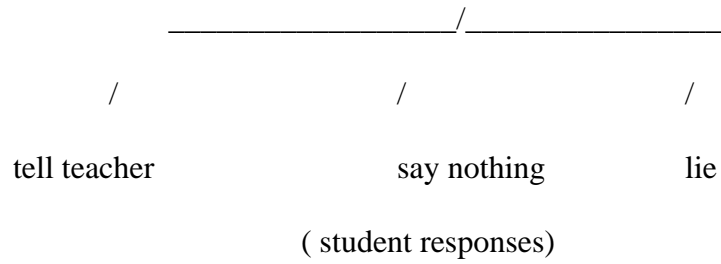
Advance Organizer**Review:**

"We have talked about consequences and learned steps to help us predict consequences. How does predicting consequences help us?" (elicit student responses)

Application:

"Remember that problem situations have more than one solution. For instance, if I forget my homework I can tell the teacher, I can say nothing, or I can lie about it. You can see that the outcome might be different, depending on my choice." Teacher charts on board:

Forget Homework



Teacher adds to chart, below solutions.

Teacher leads some group activity using other situations: bus driver tells you to settle down, you are called out unfairly in a ballgame, you lie to your girlfriend.

Post Organizer

Personalize/Preview:

Each of you may well have different consequences at home. Tomorrow we're going to discuss how our consequences at home - like for breaking curfew or skipping school - may vary.

Sample Age-appropriate Lesson - Secondary

Level: Secondary

Skill: Predict Consequences

Goal: Improve decision-making and problem-solving skills

Objective(s): Given a situation, student will be able to list possible outcomes of various behaviors.

Process Steps:

1. Stop and think.
2. Ask yourself, "What will happen if I...?"
3. Ask yourself, "Is that what I want?"
4. If "yes", do it!
5. If "no", go back to step #2.

Advance Organizer

Review:

"We have talked about consequences and learned steps to help us predict consequences. How does predicting consequences help us?" (elicit student responses)

Application:

"Remember that problem situations have more than one solution. For instance, if I forget my homework I can tell the teacher, I can say nothing, or I can lie about it. You can see that the outcome might be different, depending on my choice." Teacher charts on board:

"What are some consequences you can think for each case?"
Teacher adds to chart, below solutions.

"I'm going to put you in groups, and give each group a situation. You chart your possible solutions and the likely consequences for each. In about 10 minutes, we'll share what the small groups have done." Teacher facilitates group work and student presentations to class.

Post Organizer

Personalize/Preview:

Each of you may well have different consequences at home. Tomorrow we're going to discuss how our consequences at home - like for breaking curfew or skipping school - may vary.

Sample Age-appropriate Lesson - Primary

Level: Primary

Skill: Negotiate Differences/Compromise

Goal: Improve conflict management skills

Objective(s): Student will demonstrate awareness of the need to compromise with others.

Process Steps:

1. Stop.
2. What is the problem?
3. Talk about it together.
4. Try to solve it together.
5. Get an adult if the problem continues.

Advance Organizer

Teacher brings in cartoon depicting a bully character (Turtles, Popeye, Garfield, etc.).

Gain Attention:

"I brought in a cartoon for us to watch. I want you to see if you can find someone in the cartoon who always has to have his way."

Discuss:

"Who can tell me which character had to always have his way?" (elicit student responses)

"Good. Do you know anyone like that?" (elicit student responses)

"Do you like to play with that person?" (elicit student responses)

"Do you ever try to get that person to do what you want?" (elicit student responses)

"Do they do it?" (elicit student responses)

Rationale:

"We are going to talk about the word compromise. Have you ever heard of compromise?" (elicit student responses)

"Do you know what compromise means?" (elicit student responses)

Teacher writes definition of compromise on the board and reads it to class:

"A compromise might happen when two people want to order a pizza but want different kinds. What could they do if one wants a sausage pizza and the other wants a pepperoni pizza?" (elicit student responses)

State goal of lesson:

"Today I am going to tell you some steps that will help you learn how to compromise."

Define the process steps:

Teacher writes process steps on chalkboard with picture cues or presents previously made poster.

State expectations:

"Tomorrow I will act out how to use the steps to help you learn how to compromise."

Post Organizer

Personalize:

"I want each of you to think of a time when you might use this skill and share with the class tomorrow."

Sample Age-appropriate Lesson - Intermediate

Level: Intermediate

Skill: Negotiate Differences/Compromise

Goal: Improve conflict management skills

Objective(s): Student will demonstrate ability to negotiate to solve conflict with others.

Process Steps:

1. Decide if you and the other person disagree.
2. Tell how you feel about the problem.
3. Ask the person how he/she feels about the problem.
4. Listen to the answer.
5. **Suggest or ask for a compromise.**(McGinnis & Goldstein, 1984, p. 153)

Advance Organizer

Gain attention:

Another teacher enters the room saying he/she is going out for fast food. Teacher and confederate stage a disagreement over where to go (Taco Bell vs. McDonald's) and resolve by negotiation.

Discuss:

"When Ms. X was in here, did you see us disagree?"

"What did we disagree about?" (elicit student responses)

"Did we fight?" (elicit student responses)

"How did we solve the problem?" (elicit student responses) *Emphasize that talking about it together was the key.

Rationale:

"You saw us compromise. Can someone give me a definition for compromise?" (Elicit student responses and write definition on board. Use corrective feedback as necessary.)

"A compromise might happen when two people want to order a pizza but want different kinds. What could they do if one wants sausage and the other wants pepperoni?" (elicit student

responses)

"What are some other times people can use this skill?" (elicit student responses)

State goal of lesson:

"Today I am going to tell you the process steps for this skill."

State expectations:

"Tomorrow, I will model the steps. You need to listen and remember the steps as we go over them."

Define the process steps:

Teacher writes process steps on chalkboard with picture cues or presents previously made poster.

Post Organizer

Personalize:

"I want each of you to think of a time when you might use this skill and share with the class tomorrow."

Sample Age-appropriate Lesson - Secondary

Level: Secondary

Skill: Negotiate Differences/Compromise

Goal: Improve conflict management skills

Objective(s): Student will demonstrate ability to negotiate.

Process Steps:

1. Decide if you and the other person disagree.
2. Tell how you feel about the problem.
3. Ask the person how he/she feels about the problem.
4. Listen to the answer.
5. Suggest or ask for a compromise.(McGinnis & Goldstein, 1984, p. 153)

Advance Organizer

Gain attention:

Musical selection: "You Can't Always Get What You Want" - Mick Jagger/Rolling Stones

Discuss:

"Even Mick Jagger knows - you can't always get what you want. It doesn't matter how much money you have, where you live or who you know."

Rationale:

"Compromise is a way to get at least part of what you want. Give me a definition of the word 'compromise'." (elicit student responses) Put definition on chalkboard.

"How would you try to compromise with your parents about your curfew?" (elicit student responses)

"How about increasing spending money?" (elicit student responses)

"When you learn to compromise, you are also learning how to negotiate and others will see you as more mature. Obviously, getting angry will get you nowhere."

State goal of lesson:

"Today I am going to discuss and demonstrate steps for negotiating differences. You will see how acting like a mature person can help you get what you want."

State expectations:

"Tomorrow I will model the process steps and then you will have a chance to role play."

Define the process steps:

Teacher writes process steps on chalkboard and asks for questions or comments. Teacher asks students to review process steps out loud.

Post Organizer

Personalize:

"Between today and tomorrow, think of some situations where you might use this skill. We'll use those situations for role-plays tomorrow."

INITIATE EYE CONTACT 1.1

Goal: To improve initial social skills

Objective(s): The student will initiate eye contact when appropriate.

Process Steps:

1. Listen to who is talking.
2. Look at the person or object.

Discuss

Definition: Eye contact means looking into a person's eyes. When you talk to someone that is what you should be doing.

Rationale: Discuss consequences/results of poor eye contact and why initiating eye contact is important.

Where/When/Comments:

- Demonstrate proper and improper eye contact.
- Discuss the times when eye contact is important.
- Design or present poster to remind class to "LOOK" at the person speaking.

Model/Role-play with Feedback

- Teacher looks into student's eyes and says, "This is eye contact."
- Teacher looks down at student's feet and says, "This is not eye contact."
- Teacher directs, "Look at me." When student responds correctly, a reinforcement appropriate to the individual is awarded.
- Students in pairs tell each other what they did last recess or how they got to school that morning, etc.
- Class is seated. Teacher directs students to raise their hands when she/he makes eye contact with the student.
- Teacher reinforces and corrects as needed.

Role play situations:

- You borrow something from your brother.
- You tell a friend about a class assignment.
- You interview for a job.
- You greet grandparents.
- You are riding a schoolbus and the bus driver begins to speak.
- You are at a restaurant. Waiter asks, "May I take your order?"
- You purchase tickets at the theater.

Application with Feedback

- Peers evaluate classmates' eye contact during role play.

- Teacher, paraprofessional, or student records eye contact during specified time period.
 - Play "Peek A Boo".
 - Hold a staring contest.
 - Teacher cues, "Eyes up here" during group lessons.
 - Teacher verbally reinforces students who are making eye contact during lessons.
 - Teacher reminds students to have eye contact when talking to friends during the day. At the end of the day, ask them to report their progress.
 - Send home notes requesting information from parents as to the performance of this skill while the students is at home.
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Social Skills Curriculum Guide, 1992

JOINT REFERENCE-SHIFT GAZE DURING CONVERSATION 1.2 **(Between speaker & object)**

Goal: To improve initial social skills

Objective(s): The student will shift gaze during conversation between speaker and object or between speakers.

Process Steps:

1. Listen to who is talking.
2. Look at the person who is talking.
3. Look at the object being discussed, or the other person.
4. Look back at speaker.

Discuss

Definition: **Demonstrate shifting your eye contact between students and an object you are talking about and ask the students what you are doing with your eyes.**

Rationale: **Explain that this skill is helpful for learning to attend, for listening, and for gathering and learning information.**

Explain that failure to do this may make the student appear to be disinterested or cause the student to miss important visual information.

Where/When/Comments:

- Discuss that body language can be observed between speakers.

Set the Stage:

- Show a taped episode or Mr. Rogers, Sesame Street, etc. and have students tell you when to pause the tape (or count the times) when the people shift eye contact.

Model/Role-play with Feedback

- Teacher models this skill incorrectly and has students critique.
- Students interview at least two or more other students about relevant topic, using microphone. Videotape students.
- Have students observe a debate between two groups.

Role play situations:

- You are asking questions about a used car you might buy, shifting gaze between seller and car.
- You introduce several friends to a new student.
- You help a young child cross the street.

Application with Feedback

- Play "Round Robin" games where each student adds a statement onto a list (such as grocery

list. Student repeats what each student before him bought, i.e. Tom bought cookies, John bought soda, etc. If students do not have adequate auditory memory skills, game can be modified - each student selects an object from a pile, and holds the object.

- Students observe sports activity (tennis, ping pong, basketball).
 - Observe students' gaze while teacher instructs and alternately performs experiments or demonstrates the steps of an art project.
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MAINTAIN EYE CONTACT 1.3

Goal: To improve initial social skills

Objective(s): The student will maintain eye contact as appropriate.

Process Steps:

1. Listen to who is talking.
2. Look at the speaker.
3. Continue to look at the speaker while they are talking.

Discuss

Definition: **Talk to another teacher or staff and demonstrate maintaining eye contact. Ask students what you are doing with your eyes. Explain that we call this eye contact.**

Rationale: **Discuss why it's important to maintain eye contact and what people may think if you don't look at them when they're talking with you.**

Where/When/Comments:

- Ask students when they must maintain eye contact (when they talk to someone or listen to someone who is talking).
- Discuss the difference between maintaining eye contact and staring. (Refer to section on joint reference). Discuss brief vs. prolonged eye contact.

Model/Role-play with Feedback

- You are trying to get a job at a restaurant. The manager is interviewing you.
- You are meeting with your teacher to discuss your grades.
- A friend is telling you about his birthday.
- Your mom is asking about your day.
- You ask a friend if he has your baseball.
- You are in an elevator, hallway, parking lot; practice appropriate eye contact.
- Have students participate in a stare-down.

Application with Feedback

- Take turns being a network interviewer and guest using prepared questions and maintaining eye contact. Videotape.
 - Script and videotape a newscast. Students must maintain eye contact with camera.
 - Students practice being salespeople trying to sell a product.
 - Invite the principal to speak briefly in your room about an upcoming event; remind students about eye contact.
 - Teacher gives brief lecture and monitors eye contact.
-

SMILE IN RESPONSE TO COMMUNICATIVE ATTEMPTS 1.4

Goal: To improve initial social skills

Objective(s): The student will smile in response to communicative attempts of others, either verbal or nonverbal, when appropriate.

Process Steps:

1. Listen or watch for verbal or nonverbal greeting.
2. Observe and think about the person's intention.
3. Smile, if appropriate.

Discuss

Definition: **Smiling shows you like someone or are having fun.**

Rationale: **Would you rather spend time with someone who was smiling or someone who looked grouchy?**

Where/When/Comments:

- How do you react when someone smiles at you? ... when someone frowns at you? ...which do you like more?
- Have students give examples of when it's appropriate to smile and when it's not.

Model/Role-play with Feedback

- Students draw smile faces on paper and apply to craft stick. Use prop to (smile).
- Video - Positive and negative examples (Walker and et al, 1988, Accepts, p. 81)
- Teacher uses smile on craft stick (mentioned above) to prompt children to smile.

Role play situations:

- A friend gives you a flower.
- Your teacher says, "Good morning".
- A neighbor invites you out to play.
- A new student smiles at you.
- A team asks you to join them.
- It's cold, and your friend offers you some hot chocolate.
- You're at the park, and a person your own age walks by and smiles.
- You are with your friends, eating ice cream, having a great time.
- You're on the bus and a friend sits by you.
- A friend hits a home run and your team wins!
- Someone tells you a funny joke.

Application with feedback

- Give students a list of situations. They indicate whether or not it would be appropriate to smile.
- Gym teacher, etc., has checklist to fill out when initially seeing student to report their smile

response.

- Have students smile at someone at recess or lunch, then have them report to the class what happens.
 - Have someone bring in an infant, which should prompt students to smile.
 - Teacher monitors students as they enter classroom.
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Social Skills Curriculum Guide, 1992

ACKNOWLEDGE PRESENCE OF OTHERS 1.5

Goal: To improve initial social skills

Objective(s): The student will acknowledge the presence of another person with an appropriate greeting.

Process Steps:

1. Look to see who is around.
2. Decide if the person is safe.
3. Give verbal or non-verbal greeting.

Discuss

Definition: **When you acknowledge the presence of others you let them know somehow that you know they are there.**

Rationale: **Discuss the importance of Step #2 and "deciding if the person is safe." Give guidelines for determining this including body language, environment, age and potential consequences of unsafe strangers. Review introducing yourself, "greetings."**

Where/When/Comments:

- Describe or brainstorm occasions children would need this skill (playground, new situations, joining in or grouping).
- Discuss the importance of safety (Step #2) and how to decide if the person is safe (body language, age, environment).
- Review "stranger danger."
- Review introducing yourself.
- List/discuss verbal and non-verbal greetings.
- Brainstorm situations students might be in where they don't know all of the people.

Model/Role-play with Feedback

- Teacher pantomimes the skill steps with students identifying each.
- You go to a birthday party where you only know the host.
- Your parents are having a party..
- You are at the playground and want to join a group in the sandbox.
- You join a soccer team.
- Your mom takes you to a gymnastics class.
- You are watching your older brother play baseball; a group of other siblings are playing.
- You arrive for the first class at Sunday school.
- There is a neighborhood outside game.
- Students make a set of cards - "safe" and "unsafe." Teacher reads situations. A student holds up the appropriate card.

Role play situations:

- You are at a gathering of your older brother's friends.
- You are at a game room at the mall (remember safety).
- You are sharing recess with a different, unknown class.
- You move to a new school.
- A strange group of 8 kids is hanging around in front of your house.
- You are a guest at a school dance at a school you do not attend.
- A group of unknown teenagers is at your school.
- You attend a meeting of a 12-step program or support group.
- You are shopping for Nintendo games at a discount store.
- You join a karate or gymnastics class.
- You try out for a new team.
- You are in the bleachers watching a sporting event.

Application with Feedback

- Set up separate play areas (kitchen, etc.). Students take turns being the one to enter the area. Both practice acknowledging and giving a greeting.
 - Take a walking trip at the mall, stopping to discuss if situations are safe or unsafe.
 - Set up situations where a student is invited to be a part of a different class grouping or recess. Receiving staff observes progress in all the skill steps.
 - Student is designated as the host in a play area. He uses all three skill steps in acknowledging newcomers.
 - Set up four unstructured centers. Students are assigned color coded tags. At a signal, all the yellow tags move to a new area and implement the steps.
 - Students write their feelings in a journal upon observing or entering a group of others including how the skill steps help or do not help them.
 - Students design a board game and write situations where they might need to acknowledge the presence of others. Incorporate a "danger card" for times that the person or situation might be unsafe.
 - Students write short unfinished stories setting a scene where they are in an unfamiliar situation. Have each read their story aloud with the class writing or discussing the appropriate ending.
 - Students, "mime" the skill steps using only non-verbals and body language. Exaggerated movements of pantomime will reinforce the steps.
 - Specify certain times of day to be used only in non-verbal greeting such as passing time in hall, etc.
 - Parents are asked to monitor students utilizing this skill in a variety of home or neighborhood activities.
 - Students report situations they utilized the skill - monitor and report success.
 - Older students teach this skill to a younger individual or group.
 - Have a party or study session with another less familiar classroom where students can report on the specific ways they acknowledged others.
 - Videotape students as they enter a work or play area to observe if they follow the process steps.
-

CEASE ACTIVITY TO ATTEND TO COMMUNICATION 1.6

Goal: To improve initial social skills

Objective(s):

1. The student will stop all activities and actively listen.
2. The student will establish eye contact with the speaker and respond in an appropriate manner.

Process Steps:

1. Listen to what is being said.
2. Stop what you are doing.
3. Look at the speaker (if appropriate).
4. Respond if needed (verbally or nonverbally).

Discuss

Definition: **Cease activity = stop what you're doing; attend = pay attention; communication = interacting with others.**

Rationale: **Discuss advantages of stopping activity to listen (such as better understanding of what is being said, positive response from speaker, etc.).**

Where/When/Comments:

- Review steps for listening.
- Discuss when it is useful to use this skill (such as in school, at home, and in their neighborhood).
- Elicit from students examples of times they need to stop what they are doing to attend to someone.
- Discuss that in certain situations, it will be appropriate to resume activity after information is given, while in other situations they may not be able to resume activity.
- Discuss various forms of responding (answering question, following directions, nodding head, etc.).

Model/Role-Play with Feedback

- You are working on a math assignment when the principal interrupts on the intercom.
- You are almost finished with your art project when the teacher announces it's time to clean up.
- You have finally gotten your turn on the computer when the bell rings.
- You are playing a board game with your friends when the teacher calls you up to her desk.
- It's your turn to kick in a kickball game when the PE teacher announces it's time to put the equipment away.
- You are playing Nintendo and your brother asks if you know where his coat is.
- You are on the telephone with your girl/boyfriend when your parent calls your name.
- You are doing homework and your younger sibling asks you for help.

- You are watching TV and your parent calls out "Has anyone seen my keys?"
- You are waiting on a customer at work and your boss asks you a question.
- You are riding your bike past a neighbor's house and he calls out to you.
- You are at a friend's party talking with others and an old acquaintance greets you.

Application with Feedback

- Play games requiring immediate stopping, such as "freeze tag".
- Divide class into two teams. Appoint one observer from each team. Select at random one student from each team to be observed, informing only the observers. At appointed times (announcements, lining up time, etc.) both observers rate performance of assigned students, awarding points. Scores are averaged and awarded to team total. Rotate students (morning, afternoon, daily, etc.)
- Play class game when teacher calls out verbal signal, such as "stop", students immediately establish eye contact and raise both hands. Teacher times performance (how long for everyone to respond) and class attempts to beat their own performance record.
- Arrange with playground staff to evaluate student performance when she interrupts activity students are involved in.
- Arrange situation where peer interrupts another peer engaged in preferred activity (free- time, computer, etc.). Student performance is evaluated by teacher or by assigned observer.
- Checklist and explanation of skill are sent home. Parents are requested to rate student's performance. Points (or other reinforcement) can be awarded by teacher when checklist is returned.

RECOGNIZE AND USE FACIAL EXPRESSIONS 1.7

Goal: To improve initial social skills

Objective(s):

1. The student will recognize facial expressions for happy, sad, mad, glad, scared, etc.
2. The student will use facial expressions for happy, sad, mad, glad, scared, etc.

Process Steps:

1. Watch the person's facial expression.
2. Decide how the other person is feeling.
3. Use appropriate facial expression for the situation.

Discuss

Definition: **Identify basic facial expression for students (happy, mad, sad, etc.). Use facial expression to convey your mood.**

Rationale: **Discuss how body language can be a valuable way to gain information.**

Where/When/Comments:

- Discuss how others may misread what you are trying to say if the wrong facial expression is used.
- See also "Using Body Language to Communicate" and "Identifying and Expressing Feelings".
- Discuss when people use facial expressions (all the time when they talk).

Model/Role-play with Feedback

- Cut pictures from magazines which show facial expressions. Students collaborate in making collages for different feelings.
- Play "Facial Charades" acting out feelings and expressions. Video tape.
- Write various events on paper (you get a puppy, lose a tooth, smell smoke, etc.) and place them in a hat/bowl. Students draw paper and act out appropriate emotional response.
- Have students draw pictures of their faces in various moods.
- Teacher can model inappropriate use of facial expressions. Students identify what is wrong.

Application with Feedback

- Watch a TV segment with no sound. Students guess the feeling and dialogue from the facial expressions. Teacher can post collages for reference.
- Arrange for a clown to come to a class party and demonstrate various expressions.
- Have students look at a "clown picture" book or Sports Illustrated, etc. and identify feelings.
- Have students fill in blank clown faces with identified feeling as art project.
- Have students fill in dialogue and/or draw face on incomplete illustration.

- Prepare desk chart of facial expressions. Students use pictures as cues.
 - Students are assigned "observer" role for set time (10 min.) and watch in an area (principal's office, cafeteria, child care center, etc.) for various facial expressions, completing checklist.
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ATTEMPT TO INITIATE COMMUNICATION 1.8

Goal: To improve initial social skills

Objective(s): The student will be able to initiate communication appropriately in variety of situations.

Process Steps:

1. Think about what you want to say.
2. Decide who to say it to.
3. Decide how you are going to say it.
4. Approach the other person either verbally or nonverbally.

Discuss

Definition: **Initiating communication means starting a conversation with someone.**

Rationale:

**Discuss reasons for initiating conversations appropriately.
Elicit examples from the class if possible, or present reasons:**

- **It shows our friends we like them.**
- **We can make new friends.**
- **It's polite.**
- **People like it.**
- **What happens if we don't begin talking in a nice way?**

Where/When/Comments:

- Teacher explains to the students how to start a conversation with someone they know and someone they just met.
- Make a list of topics to talk about with people the students know and people they don't know.
- Make a list of the reasons people talk to each other.

Model/Role-play with Feedback

- Role play by initiating a conversation with different students in the class. Alternately follow and break the two "Let's Start Talking" rules. Solicit feedback from the class.
- Have pairs of children role play initiating conversations with each other.
- Students can think of a starting sentence to get a conversation going when the teacher tells the student what to talk about.
- Role play situations in which students meet new people.
- Play the telephoning game from "Let's Talk."
- Videotape students role playing a "Talk Show" where they interview guests. Evaluate their performances.
- Use or make hand puppets. Use puppets to initiate conversations.

Application with Feedback

- Teacher selects two students at random (names could be drawn from a hat/bowl). One student stands on the front of the room. The other goes to the hall, re-enters classroom and is to approach the other, make eye contact and say greeting.
- Students self-record the number of people they initiate conversation with. Share results at the end of the day.
- Paraprofessional charts frequency of student efforts to initiate communication within specified freeplay, lunch period, or reinforcement period.
- Students fill in blank captions from cartoons.
- Parents or other teachers are asked to monitor student performance of the skill and provide feedback to social skills trainer.
- Students are hosts to visitors to classroom or school, and are reminded that initiating communication is part of that job.

IMITATE ACTIONS/COMMUNICATION 1.9

Goal: To improve initial social skills

Objective(s):

1. The student will be able to imitate the actions of another when requested.
2. The student will be able to repeat what someone has said when requested.

Process Steps:

1. Look at what is happening or listen to what is being said.
2. Think about how you can repeat what was said or done.
3. Do it.

Discuss

Definition: **Imitating means to copy what someone else does or says. "Today, you will be imitating the leader."**

Rationale: **It is important for students to know how to imitate role models. This is the foundation for future learning of social skills.**

Where/When/Comments:

- Describe or brainstorm occasions children would need this skill (playground, new situations, joining in or grouping).
- Discuss situations when appropriate to imitate actions or communication (sports, scouts, music teacher, parents/siblings with household chores, etc.)

Model/Role-play with Feedback

- Teacher leads "Simon says".
- Teacher leads "Follow the leader".
- Teacher picks a simple activity of interest to student and instructs him/her to copy, i.e. blowing bubbles, stacking two blocks, smiling, speech forms, raising hand.

Application with Feedback

- Student leads "Simon says".
- Student leads "Follow the leader".
- Use imitative process in daily instructional activities.

NONVERBAL TURN-TAKING 1.10

Goal: To improve initial social skills

Objective(s): The student will be able to take his/her turn by observing when it's appropriate to take a turn.

Process Steps:

1. Look at what is happening.
2. Decide if you want to/should participate.
3. Look around to see if there are others who want a turn.
4. Decide if it is your turn or someone else's turn.
5. Take your turn or allow the other person to take his/her turn.

Discuss

Definition: Nonverbal turn taking is when a person participates in a group activity, taking a turn appropriately without being called on or given a verbal clue. Give examples for students: when a group plays a board game, when the class is engaged in a group discussion where hand raising is not required.

Rationale: Discuss why it's important for students to know when to take turns.

Where/When/Comments:

- Discuss that students need to let the other person finish his turn or statement before starting. Also discuss that the student can watch for pauses as cues to join in or take a turn.
- Elicit examples from students to use as basis for later role playing.
- Review skill "Interrupting Appropriately."

Model/Role-play with Feedback

- You are playing a game with one other person (Checkers, War, etc.).
- You are playing a board game with three other people (Sorry, Clue, etc.).
- Your class is seated in a circle discussing a topic (current events, history, etc.).
- Your family is eating dinner, the bread which is being passed around, and you want a slice.
- A group of your friends are jumping rope and you want to join in.
- You are in the cafeteria and have something to say to your friends.
- You go to clock in at work and there are five people ahead of you.

Application with Feedback

- Engage students in playing structured games, either in pairs or in small groups. Inform students of the goal they are to achieve: to take turns appropriately without verbal signals. An observer can evaluate the group on a checklist.
- Play large group game such as "Telephone".

- Teachers can initiate informal, open ended conversation with students over a relevant topic (Ask "Has anyone seen any good movies lately?", etc.) and evaluate performance.
 - Teacher selects one class period and informs students that during this time they should participate without hand raising. Teacher evaluates performance.
-

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ENGAGE IN SOLITARY PLAY 1.11

Goal: To improve initial social skills

Objective(s): The student will engage in solitary play in chosen activity.

Process Steps:

1. Decide if you want to play.
2. Decide what you want to play with.
3. Decide where you want to play.
4. Act on your decision. (Play)

Discuss

Definition: **Discuss that solitary means alone.**

Rationale: **Ask students why it's important to know how to play all alone.**

Where/When/Comments:

- Discuss times this skill is needed (none of your friends can play, you've finished an assigned task early, your parent is busy, etc.).
- Discuss types of activities you can do alone (drawing, reading, blocks, puzzles, etc.).
- Discuss safety factors (i.e. some activities may require adult supervision).
- Discuss how to pick a safe place to play.

Model/Role-play with Feedback

- This behavior is best shaped developmentally. Teacher plays with the child and gradually removes herself from the immediate area. Verbal reinforcement can be conveyed to encourage continuing. Teacher monitors solitary play and rejoins student to reinforce, model, and facilitate solitary play.

Application with Feedback

- Students brainstorm to generate lists of activities which can be done alone.
- Teacher can list (or illustrate) activities which are available to students when work is completed. Students then choose from list.
- A short period of time is set aside for solitary play. Teachers can monitor skill use. Amount of time should be based on development of child.
- Parents can be asked to monitor use of skill in home setting, perhaps substituting "quiet alone play" for a set amount of television time. Suggestions for activities can be sent to parents.

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ENGAGE IN PARALLEL PLAY 1.12

Goal: To improve initial social skills

Objective(s): The student will engage in play beside another individual.

Process Steps:

1. Decide if you want to play.
2. Decide what you want to play with.
3. Decide where you want to play.
4. Decide who you want to play next to.
5. Act on your decision. (Play next to him/her).

Discuss

Definition: Discuss that parallel play means playing while you are beside someone else. Generate list of behaviors to have when you are engaged in parallel play (quiet, keep hands to yourself, play only with your toy, etc.)

Rationale: Ask students why it is important to play beside someone appropriately.

Where/When/Comments:

- Teacher should direct student's attention to play centers and materials available. Remind students of any classroom rules applicable (when to begin, cue for stopping, how many people can be in each area, etc.).

Model/Role-Play with Feedback

- Teacher prepares materials, then allows students time to investigate and play at the designated centers. Enough materials should be available for all class/group members; more than one activity center could be planned for the same time period.
- The centers chosen should be of interest to the students. The teacher should guide and encourage as necessary.

Suggested centers:

- Crayons/markers and paper
- Easels and paint
- Blocks
- Puzzles
- Workbench and tools
- Sensory table with water/sand
- Costumes
- Musical instruments
- Picture books
- Stamps and stamp pads
- Chalk and chalkboards

Application with Feedback

- Two or more students build separate structures from a common source of Legos or blocks.
 - Set up adjacent easels where students can practice parallel play.
 - Students build their own projects at the workbench.
 - Students sitting at a large table complete puzzles individually.
 - Students manipulate toy vehicles through sand at the sensory table.
 - Students blow bubbles with their own straws, bubble pipes, or wands.
 - Students model their own clay figures at a common table.
 - The teacher should communicate with other adults, responsible for supervising the student throughout the day, to encourage development of this skill.
 - Cooperative play builds upon this skill.
-

Social Skills Curriculum Guide, 1992

ENGAGE IN SYMBOLIC PLAY 1.13

Goal: To improve initial social skills

Objective(s): The student will be able to choose something to play with and make it something else using his/her imagination.

Process Steps:

1. Decide if you want to play.
2. Decide what you want to play.
3. Look for materials to play with.
4. Pretend the materials are something else (use your imagination).
5. Use the pretend materials for play.

Discuss

Definition: **Symbolic play is playing something that is meaningful to you (i.e. playing with stuffed animals if you love animals).**

Rationale: **Ask students why it is important to only play things/games they are comfortable with.**

Where/When/Comments:

- Talk about how people can pretend to be different characters when playing.

Set the stage:

- Use pictures of adults (family members, community helpers) to elicit ideas of some actions these people perform.

Model/Role-Play with Feedback

- Have students build a variety of toys from LEGO blocks, then exchange with each other to see if they imagine the same toy.
- Provide centers for symbolic play within the classroom: play kitchen, block area, workbench, sensory table with water/dirt/sand, grocery store, racetrack/cars, baby doll nursery, dressing room/costumes. Allow for play in these centers, eliciting suggestions from students and providing guidance as needed.

Application with Feedback

- Students perform short skit for another class or parental group.
- Continue symbolic play in classroom centers, changing centers or props as necessary to keep students' interest.
- Students plan and carry out "impersonations" of celebrities from sports, music, TV, and movies.
- During show and tell, students report on play activities at home.
- Coordinate props in classroom centers with weekly/monthly themes from instructional units.

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SHARE 1.14

Goal: To improve initial social skills

Objective(s): The student will demonstrate willingness to share time and materials with others.

Process Steps:

1. Decide if you want to share something.
2. Decide whom you want to share with.
3. Choose a good time and place.
4. Offer to share in a friendly and sincere way. (McGinnis and Goldstein, 1980)

Discuss

Definition: Elicit definitions of sharing from the students. For example: Giving something (toy, cookie) to someone else; Friends playing together nicely with the same toy (crayons, blocks).

Rationale: Elicit reasons why sharing is important.

Where/When/Comments:

- Discuss appropriate times to share with others. Students give examples of sharing.
- Talk about how the other person might feel if the student does or doesn't share.
- If the student can only share with one person, discuss how others may feel left out.
- Discuss how to choose a good time: when another person needs or would enjoy using something of the student's.
- Discuss sincerity.
- Tell the students that while it is normally good to share, sometimes we have to think of ourselves. Ask students to consider the following situations and ask them if they think the person should share:
 - a. Tom has a brand new bicycle that he has just started to ride. His neighbor Billy comes over and asks to have a turn riding. Tom knows that Billy is just learning to ride, and might fall and scratch the bike.
 - b. Mary saved her money from her allowance to buy candy. Her sister spent her allowance on doll clothes. She asks Mary to share the candy. (St. Louis Public Schools, 1990 p. 60)
 - c. Carl and Sue have worked most of recess building a tower of blocks so they could knock it down. Tony and Barbara see the tower and ask if they can join in knocking it down.
- Help students see that sometimes it's okay not to share. Ask students how they should tell others that they don't want to share. Have students role play the above situations and tell the other students politely but firmly that they don't wish to share. Teach students not to debate or argue with the other person but to state clearly and simply their position and repeat this until the person understands that they are not going to share this time.
- Point out to students that they can sometimes find another solution if they don't want to hurt the

other person's feelings. For example, Tom in the situation above could suggest that Billy get his own bike so they could ride together. (St. Louis Public Schools, 1990 p. 61)

Set the Stage:

- Teacher brings in food item that must be divided to share with the class. (Example - pie, cake, pizza, 2 liter soda, fruit). Discuss the sharing of the food item. "How would you feel if you had been left out? What if the division had been unequal? What if someone wasn't hungry?"

Model/Role-play with Feedback

- Teacher models process steps:

Situations: using crayons, toys, snacks, books, clothes, nail polish, games, tapes, and play time.

- Teacher makes visual aid of process steps for students to display.

Role play situations:

- You offer to share your pencils or paper with someone who doesn't have any.
- You offer to share a treat with someone.
- You offer to share a game with a friend.
- You offer to share your toys with someone.
- You share part of a snack with someone who forgot his.
- You share the Nintendo game with your brother.

Application with Feedback

- Teacher provides a coloring activity with only one box of crayons per group.
- Videotape spontaneous role plays.
- Self charting of times they have shared.
- Give a pair of students one piece of paper and one pencil. Have them draw a picture. (Walker and et al, 1988 p. 168 Accepts).
- Give each student one color of paper. The paper should be cut into strips. Each student is to make a chain using one strip of each color. (Walker and et al, 1988 p.168 Accepts)
- Cook and share food with another class or teachers.
- Homework sheet with parent feedback.
- Give class a block of time for computer use and have them develop their own schedule.
- Students report on an example of sharing they plan and implement within a one-week period.
- Playground-organizing and playing games.
- Plan a schedule for sharing classroom jobs.
- Students have to share a single item snack.

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IDENTIFY AND UNDERSTAND FEELINGS/EMOTIONS 2.1

Goal: To improve skills for expressing feelings

Objective(s): 1. The student will be able to identify body signals with feelings.

Process Steps:

1. Tune in to body signals (the other person's or your own).
2. Identify possible feelings.
3. Think about what has caused the feeling.
4. Verify the feeling if appropriate.
5. Acknowledge the feeling using "I Statement".

Discuss

Definition:

What is a feeling? (i.e. the way your body reacts to something that happened).

What is glad? (to feel good)

What is mad? (to feel mad)

What is scared? (to feel frightened or scared)

What is love? (to care about something or someone, to show fondness).

What is surprise? (a feeling when something unexpected happens)

Rationale: You say thanks to make another person feel good so he or she may do something nice again. (Special School District, 1989 p. 52)

Where/When/Comments:

- People express feelings to make you feel better, let other people know how you feel. Feelings can be confused with one another resulting in vague but strong emotions. Accurately identifying feelings helps us clarify thoughts and problem-solve.
- Situations - What situations or daily occurrences might you want to be aware of your feelings?
- Teacher surprises class with ice cream sundaes or game time and leads discussion on how it makes them feel.
- Talk about what is a feeling. Why do people feel. All humans have emotion and feelings as a response to things that happen in their environment.
- Basic feelings are mad, sad, glad, scared, surprise and love may also be considered. Other feelings can be defined by these basics (i.e. embarrassed is scared to be glad).

Model/Role-Play with Feedback

Role-play Situations:

- Students brainstorm as many feelings as possible (pride, confusion) writing each on an index card. Teacher directs discussion where each feeling is categorized into one of basic feelings and taped to poster board saying glad. Discuss overlap embarrassed + scared to be glad or mad.

- View taped TV shows stopping tape to identify what emotion characters are feeling.
- Read a story or book (i.e. Judith Viorst Alexander and the Terrible Horrible Very Bad Day). Discuss emotions.
- Student look up definitions in dictionary of six feelings. May rewrite definitions including personal details.

Application with Feedback

- Cut out newspaper and magazine articles that elicit or represent an emotional response.
 - Class mural - students cut out pictures showing various emotions. Discuss possible causes for these feelings.
 - Students begin Feelings Journal emphasizing their emotional reaction to the unit.
 - Read story or newspiece with strong emotional content. Students respond in writing or in journal.
 - Feeling survey - students ask family members or friends "What is your favorite feeling?"
 - Watch newscast or assigned TV show and tally what emotions are conveyed. Students discuss their perhaps differing reactions.
 - Homework - students list 6 feelings and write about or draw a situation why they felt that way.
- *Note: Role play is not advised in this informative lesson.

KNOW YOUR FEELINGS 2.2

Goal: To improve skills for expressing feelings

Objectives(s): The student will be able to identify own feelings.

Process Steps:

1. Think of how your body feels.
2. Decide what you could call the feeling.
3. Say to yourself, "I feel _____."

Discuss

Definition:

Review 6 feelings: _____

What is glad? (to feel good)

What is mad? (to feel mad)

What is scared? (to feel frightened or scared)

What is love? (to care about something or someone, to show fondness).

What is surprise? (a feeling when something unexpected happens)

Rationale: **Knowing your feelings is a step in taking good care of yourself by accurately identifying emotions. Many emotions are easily confused.**

Where/When/Comments:

- Discuss body signals to feelings:
- tightened muscles, tension, trembling = scared.
- fist forming = mad, etc. .

Set Stage:

- Read well known fairy tale, Little Red Riding Hood. Discuss all the different feelings Red felt and the importance of her knowing what emotions she felt. If she identified "scared" in the woods she may have acted differently.

Model/Role-play with Feedback

- Two teachers model process steps and verbalizing to bodies cues (blushing, queasy stomach).
- Play charades, acting out feelings and identifying associated body and facial cues. Discuss appropriate ways to express feelings or actions to take when feeling a certain way.
- Use mirrors to practice facial expressions.
- Play Simon says to act out emotions.
- Students draw faces depicting 6 emotions and mount on craft sticks. Teacher gives situations and students hold up the face that tells how they would feel.

Role play situations:

Home:

- It is Christmas eve.
- You get a letter in the mail.
- Your sister breaks your favorite toy.
- Your brother is watching a horror movie.
- You get a new bike for your birthday.
- You break your mom's coffee cup by accident.
- Your grandma gives you a hug.
- You hear a noise in the middle of the night .
- Your kitten runs away.
- Your teacher calls while your family is eating dinner.
- Your neighbors won't let you play ball.
- Your parents get a divorce.

School:

- You trip in the cafeteria.
- Your teacher gives you a sticker.
- It rains on field day.
- A classmate calls you a name.
- Teacher calls on you and you don't know the answer.
- The principal calls you to the office.
- You don't know how to do the math assignment.
- It is your first day in a new school.
- A friend falls off swing.

Community:

- You make a home run at tee-ball.
- You can't find your mom at the grocery store.
- Someone steals your bike.
- You find a bird's nest.
- You spill your soda at McDonalds.
- You accidentally break a neighbor's window.
- Your friend breaks your new tape.
- You fail a test.
- Your friend steals a magazine.
- Your dad slaps you.
- Your pants rip on the way to school.
- Your friend gets suspended. • Your mom loses her job.
- There is no food in your house.
- Your teacher calls your dad.

Application with Feedback

- Honesty training - Reiterate importance of being honest with ourselves and others. Periodically throughout day over a period of several weeks ask students what they are doing and what emotion they are feeling. There are no wrong feelings so reinforce honesty and sharing.
- Make experience charts, (i.e. "I feel sad when_____") and have students list examples.
- Play the Feelings Game.

Students make game on index cards listing situations, (i.e. you get a puppy for your birthday

a girl sends you a love note, etc.). Play in small groups with players identifying how she would feel and why and acting it out.

- Students make faces depicting 6 feelings on paper.
- Trust walk.
- Predict how you feel in each role. Then discuss predictions and actual feelings.

Homework:

- Survey: Ask parents and neighbors "What makes you feel" .. and discuss next day.
- Observe self exhibiting appropriate responses to feelings (by self and by others).
- Teacher designates a feeling (happy, sad, mad, afraid). Students are to report the next day on:
 - if they felt that way during the time allotted
 - what caused the feeling
 - how they expressed themselves

EXPRESS FEELINGS/EMOTIONS APPROPRIATELY 2.3

Goal: To improve skills for expressing feelings

Objective(s): The student will express feelings appropriately.

Process Steps:

1. Stop and think of how you feel.
2. Decide what it is you are feeling.
3. Think about your choices:
 - a. Say to the person, " I feel".
 - b. Walk away for now.
 - c. Act out your best choice.

Discuss

Definition: What are the 6 basic feelings (review mad, sad, glad, scared, surprise, love). A feeling is the way your body reacts to something that happens in your life.

What is a feeling? (i.e. the way your body reacts to something that happened).

What is glad? (to feel good)

What is mad? (to feel mad)

What is scared? (to feel frightened or scared)

What is love? (to care about something or someone, to show fondness).

What is surprise? (a feeling when something unexpected happens)

Rationale: Why do you feel? (i.e. humans have emotions and feelings in response to things that happen in their environment). Why do we express feelings? (i.e. it makes us feel better, it lets other people know how we feel). Nobody can guess what you are feeling. Body language may not indicate true feelings or is difficult to read on some people.

Where/When/Comments:

- You can learn to take good care of yourself by letting people know when you are scared, mad, sad, glad. You need to first identify what you are feeling, what made you feel that way and what your choices are. Feelings are our indicators that something is happening in your world. Listen to them, then think and express them if it is the best choice.
- When do you express feelings? (at all times).
- When do you express feelings? (only in acceptable ways at appropriate times).
- When do you feel glad? (i.e. when you get what you want, when someone says they like you).
- When do you feel sad? (i.e. when someone dies, when your parents punish you).
- When do you feel mad? (i.e. when someone calls you a name, when someone pushes you).
- When do you feel scared? (i.e. when you hear noises, when you watch a horror movie).
- When do you feel surprise? (i.e. when you walk into your surprise party, when you get an unexpected gift).
- When do you feel love? (i.e. when your mom hugs you, when your dog lays his head on your

lap).

Activities for Teaching Express Feelings/Emotions Appropriately

Set stage:

- Read a few Hallmark cards, appropriate to student's age. Discuss what feeling the card is expressing, why you might send the card etc.

Model/Role-play with Feedback

Role play situations:

- You are short-changed at McDonalds.
- You move to a new school.
- You leave your lunch on the bus.
- You go home to an empty house.
- Play board game: Students color index cards labeled with 6 feelings. Throughout the day they put appropriate card on the desk.
- You raise your hand but don't think your answer is right..
- Your parents won't let you watch TV.
- Someone calls you a name.
- Review 6 feelings and identify personal cues.
- Have students keep a diary revealing their feelings.
- Honesty training - throughout day students reveal "I am feeling ".
- Teacher models this throughout year by appropriately expressing her emotions. Be honest about your feelings; students will respect that honesty.
- Learn sign language for simple "I feel statements".
- Brainstorm non-verbal ways to express (giving a hug or gift, walking away when angry).

Application with Feedback

- On bottom of assignments, students write how they feel about that particular assignment.
- Each student writes scenarios where he would like to tell someone he is angry (Mom grounds you, friend wins an award, etc.). Drop them in hat, when student draws them out, they correctly label feeling and express it appropriately. (Special School District, 1989 p 160)
- Each student makes a desk chart and sets pointer to indicate current feelings.
- Students carry "log" around (index card) etc. When they express emotion to someone, that persons signs the card noting the circumstances. When card is full, it can be redeemed for some reward.

USE "I" STATEMENTS 2.4

Goal: To improve skills for expressing feelings

Objective(s): The student will use "I" statements while expressing feelings.

Process Steps:

1. Identify and name how you are feeling.
2. Think about what made you feel like this.
3. Decide who to talk to and when.
4. Say "I feel when you" or "I feel because"

Discuss

Definition: **Using an "I" statement means beginning your sentence with "I feel" as in skill step #4.**

Rationale: **Telling someone your feelings with an "I" statement facilitates ownership of the problem. It is a non-threatening way of communicating.**

Where/When/Comments:

- Describe what an "I" statement is. Discuss when, where, why a person would use an "I" statement.
- Discuss the importance of knowing what a person thinks and feels. Stress that "I" statements are generally perceived as much less threatening than comments that begin with the word "you".

Model/Role-play with Feedback

Role play situations:

- A teacher asks why you look so sad.
- Your brother just moved out.
- Your new bike was just stolen.
- You forgot about your mother's birthday.
- A good friend is moving out of town.
- You couldn't get the new shoes you really needed.
- Your girlfriend/boyfriend just called to cancel a date.
- Make a matching game where the student has to match "I" statements to the appropriate situation.

Application with Feedback

- Give students cards with situations on it, (i.e. Johnny just called Billy "stupid") and have students make "I" statements specific to the situation.
- Give students phrases to translate to "I" statements.
- Play mad, sad, glad game using "I" statements to define feelings.
- Utilize journal writing to record feelings in "I" statements.
- When the students are upset, prompt them to use "I" statements.

- Home note: Explain objective and process steps. Parents and student identify use of "I" statements by student at home.
-

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USE APPROPRIATE LANGUAGE 2.5

Goal: To improve skills for expressing feelings

Objective(s):

1. The student will use appropriate language to express feelings.
2. The student will identify and use language and manners appropriate to authority figures and respected figures (formal language).
3. The student will identify and use slang as appropriate to peers, relatives (informal language).

Process Steps:

1. Stop and think what you want to say.
2. Think about where you are and who you are with.
3. Think about consequences and reactions.
4. Decide appropriate language to use.

Discuss

Definition: **Appropriate language is that which is appropriate to the situation, audience, and purpose.**

Rationale: **If you don't use language appropriate to the situation and audience, it will not be effective and may have negative consequences.**

Where/When/Comments:

- Discuss when, where, why it is necessary to use appropriate language.
- Discuss what appropriate language is and how it may change in different situations.
- Talk about the process steps in using appropriate language.
- Make a list of alternative appropriate statements students may use instead of choosing inappropriate statements.
- Discuss the importance of polite words such as please, thank you, excuse me, etc. Brainstorm situations when these are appropriate. Tell students this is a way of being kind as well as of using good manners.

Model/Role-play with Feedback

- Use the situations discussed in the advanced organizer/describe section and model the situations for the students.

Role play situations:

- A student is calling you names.
- Someone just made fun of your mother, father, sister, brother, etc.
- You strike out during gym class and your classmates yell at you.
- A teacher asked you to do something that makes you angry.
- You're having a hard day and everything's going wrong, someone isn't very sympathetic and instigates you.
- Your father has invited his boss home for dinner. Greet the boss, using formal language.

- Your parents have given you permission to invite a friend along on a canoe trip. Call your friend on the phone and use formal language when you invite him or her.
- Your grandfather is visiting your school on Parents' Night. Using formal language, demonstrate how you can help start a conversation between your grandfather and the principal.
- You are eating lunch with a friend at school. Talk about the upcoming dance.
- You need to talk with the manager of your city regarding the need for a Teen Center. Demonstrate your discussion, using formal language.
- You meet a family friend downtown. Even though he's not your uncle, you call him uncle anyway. Talk to him about your upcoming camping trip.
- Student is trying to find a seat in a dark movie theatre and accidentally steps on somebody's toe.
- Student needs to borrow a pencil.
- Student forgot reading book; another offers to share,
- Student is chasing ball and accidentally bumps into someone on playground.

Application with Feedback

- Give the students a game during free time that they usually disagree on how to play. Observe if they are using appropriate language to express themselves.
- Self chart appropriate classroom language.
- Teacher describes a situation. Students give appropriate verbal response.
- Students describe a situation in which a designated phrase would be appropriate (i.e. please, thank you, excuse me, I'm sorry). This could be a game format or a quiz.
- Have students compare the way they would talk with a close friend to the way they would talk with a very important person.
- Provide students with a variety of situations in which people are talking. The students should identify the situations as formal or informal. Use videos, recorded, radio shows, home movies, etc.
- Brainstorm informal phrases such as "What's up?" or "Get a life!" Have students rewrite them using informal language. Do the same thing in reverse. Discuss when each might be used.
- Class can make a "slang dictionary", of appropriate slang, colloquial terms.
- Have the students carry an index card with them. Whenever they have used appropriate language to express themselves, a staff member can initial it.
- Observe student communicate a message to a school administrator or other authority figure. Note use of formal language.
- Write letters to government officials, using formal language to express feelings about current events issues.

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RECOGNIZE AND RESPOND TO OTHERS' FEELINGS 2.6

Goal: To improve skills for expressing feelings

Objective(s):

1. The student will be able to identify another person's feelings.
2. The student will respond appropriately to other's feelings.

Process Steps:

1. Watch the person's body signals.
2. Identify what you think the person is feeling and what might have caused the feeling.
3. Decide if it's appropriate to ask the person if he or she is feeling that way.
4. Respond appropriately (empathy, sympathy, etc.).

Discuss

Definition: Recognizing another's feeling means to understand how another person feels by listening to his voice, watching his body and looking at his face.

Rationale: It is important to recognize another's feelings to show that person you care about him and to help form a stronger relationship.

Where/When/Comments:

- When at home; at school; at work; at church; at camp; etc. Anytime you are with other people you interact with.
- Discuss the terms: posture, facial expression, and vocal tone for each of the six feelings that were presented in the previous skill. Empathy toward others is important in problem solving.
- Discuss body language.
- Discuss eye contact.
- Discuss different facial expressions, body postures, and how they indicate different feelings.
- Talk about how you like others to treat you when you are feeling mad, sad, glad, scared.
- What is a feeling. Why do you feel?
- If someone seems angry, it is best to wait until he is calm before asking him "How do you feel?"

Set the Stage:

- Teacher surprises class with ice cream sundaes or game time and leads discussion on how it makes them feel.

Model/Role-play with Feedback

- Cut out pictures from magazines and newspapers portraying feelings. Students guess the feeling, then make a collage or write a short story about the picture and its feeling.
- Students brainstorm as many feelings as possible, (pride, confusion) writing each on an index card. Teacher directs discussion where each feeling is categorized into one of basic

feelings and taped to poster board saying glad. Discuss overlap of embarrassed to scared to be glad or mad.

- View taped TV shows stopping tape to identify what emotion characters are feeling.
- In teams or individually, students pantomime feelings such as happy, scared, etc. Others guess the feeling.
- Read a story or book (i.e. Judith Viorst Alexander and the Terrible Horrible Very Bad Day). Discuss emotions.

• Student look up definitions in dictionary of 6 feelings. May rewrite definitions including personal details.

Role play situations:

- You overhear someone yelling at your sister.
- You see your friend laughing at a joke.
- You see someone crying after striking out in baseball.
- You see someone jump out and yell "boo" at another.
- You see your friend eating alone.
- You see your friend after he has been suspended.
- Your friend cries when assignments are given back.
- Your dad or mom is slamming doors and muttering to self.
- A friend hasn't been chosen for a team or club.
- A classmate is crying because someone teased him.
- Your brother won't talk to anyone after being reprimanded by a parent.
- A friend throws computer game after losing.

Application with Feedback

- Draw pictures of family members in a situation causing them to feel one of six emotions.
- Students write briefly in journal every time they observe feeling in others, noting situation, emotional reaction and outcome.
- Cut out newspaper and magazine articles that display emotions.
- Class mural - students cut out pictures showing various emotions. Discuss possible causes for these feelings.
- Students begin Feelings Journal emphasizing their emotional reaction to the unit.
- Read story or news piece with strong emotional content. Students respond in writing or in journal.
- Watch a sitcom or newscast on TV. Students tally feelings they observed (i.e. glad from weathercaster etc.) on chart, compare next day.
- Students sit in lunch room for 15 minutes observing and recording feelings observed in others. Use these for role play situations.
- Feelings survey - students ask family members or friends "What is your favorite feeling?"
- Watch newscast or assigned TV show and tally what emotions are conveyed. Students discuss their perhaps differing reactions.
- Homework - student list 6 feelings and write about or draw a situation showing why they felt way.

DEAL WITH FEELING LEFT OUT 2.7

Goal: To improve skills for expressing feelings

Objective(s):

1. The student will be able to identify what has happened to cause him/her to feel left out.
2. The student will choose an activity to join in.

Process Steps:

1. Decide what has happened to cause you to feel left out.
2. Think about your choices:
 - a. Ask to join in.
 - b. Choose someone else to play with.
 - c. Do an activity you enjoy.
3. Act out your best choice.

Discuss

Definition: People feel left out of a group or situation when they feel excluded. This may be an actual or perceived exclusion.

Rationale: By identifying the feeling of being left out you are then able to think about the choices you have to resolve that feeling.

Where/When/Comments:

- Discuss types of feelings that might result from being left out (i.e. angry, hurt, frustrated, sad).
- Emphasize that it is important to deal with being left out by using the skill steps. Continuing to feel angry or hurt is not a good way to take care of yourself or solve problems.
- Discuss how someone feels when they are left out. Have students give examples of past experiences and feelings involved especially anger. Generate a list of responses for each situation.

Model/Role-Play with Feedback

- Students write situations on paper, then draw out of a hat and act out.

Role play situations:

- You get home late and can't go to a movie with your family.
- Waitress forgets to bring your order.
- You are left out of a group game at recess.
- Your brother or sister will not let you play cards with his/her friends.
- You weren't invited to a birthday party.
- Your friends are talking about a party they went to without you.
- Several players groan when you are picked for their team in P.E.
- No one comments on the scenery you made for a school play.
- You are walking down the hall with a friend. Someone you don't know stops and talks to your friend and after a few minutes they go off together, leaving you standing there alone.

- Your boy/girl friend has other plans and turns you down for a dance.
- No one sits at your table at lunch.

Application with Feedback

- Divide the class into groups for an activity, leaving a couple of students out.
 - Have an election in class with people being nominated.
 - Have a class discussion with the teacher calling only on certain students, ignoring the others with their hands up.
 - Student writes a story about a teenager who is left out.
 - Have the janitor come in and choose students that volunteered to do work.
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DEAL WITH FEAR 2.8

Goal: To improve skills for expressing feelings

Objective(s): The student will be able to identify and deal with feelings of fear.

Process Steps:

1. Decide if you are feeling afraid.
2. Decide what you are afraid of.
3. Think about your choices.
 - a. Talk to someone about it.
 - b. Do a relaxation exercise.
 - c. Try doing what you are afraid of anyway.
4. Act out your best choice.

Discuss

Definition: **Fear is a real emotion that lets us know when we are threatened or unsafe.**

Rationale: **It is important to listen to your feelings and determine if they are realistic so that you can take steps to reduce those fears.**

Where/When/Comments:

- Emphasize option of talking it over with another person.
- Discuss feelings and the importance of determining if a fear is realistic.
- Reinforce that real fears are a way of alerting us to danger or a need to change something in our lives. The skill steps are helpful.

Set the Stage:

- Watch a scary segment from 'Home Alone' or similar movie.
- Play a variation of the Halloween game where supposed parts of someone are in sacks (spaghetti, grapes, oatmeal) and students guess by feeling what part it is supposed to be. Generate a discussion on fear of the unknown.

Model/Role-play with Feedback

- Two teachers model the process steps.
- Draw a picture of what is scary to them; discuss.

Role play situations:

- You are afraid of being home alone and arrange to have a friend visit.
- You are afraid to take a test.
- You are afraid to go out to recess because someone said he/she would beat you up.
- You are home alone at night.
- A neighbor keeps teasing you.

Application with Feedback

- Students give oral speeches (which involves fear for most people).

- Students write scary stories incorporating words and concepts in unit. Trade stories to write how fear is resolved.
 - Small group activity. Students describe different fears for different people, write down possible causes for common fears, and write a role play (script) about a child their age in a scary situation.
 - Teacher assigns students to be aware of situations in the coming week that cause fear. At the end of the week, plan time for written/oral responses from students.
 - Students report on news articles that would likely produce fear in themselves/others.
 - Send homework note to parents. Describe skill and skill steps. Asks parents to evaluate their child's use of the skill steps in any fearful situations arising at home.
-

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SHOW AFFECTION 2.9

Goal: To improve skills for expressing feelings

Objective(s): The student will be able to show affection appropriately.

Process Step:

1. Decide if you have good feelings about the other person.
2. Decide if you think the other person would like to know you feel this way.
3. Decide what you will say.
4. Choose a good time and place.
5. Tell the person in a friendly way.

Discuss

Definition: **To show affection is to express positive feelings towards other people.**

Rationale: **Discuss that it is more common to give negative feedback to people. When we have good feelings about people, it is appropriate to share them. This will make the relationship closer and stronger. All people need affection.**

Where/When/Comments:

- Students brainstorm a list of people they might express their affection to (close friend, parent, sibling, boy/girl friend). Discuss that affection need not be connected with romance or only boy/girl relationships.
- This is a difficult skill for many adults and therefore it may have been infrequently or poorly modeled. Therefore it is important that the teacher provides this on an ongoing basis.

Model/Role-play with Feedback

- Teacher models showing affection and process steps.
- Brainstorm actions that people can use to express affection: saying nice things, giving a card a gift, a hug.
- Cut out magazine pictures that show people expressing affection.
- Students write a love letter to someone they want to express affection to.

Role play situations:

- You express positive feelings toward guidance counselor after unburdening personal problem.
- You express friendly feelings toward a new friend.
- Your best friend is moving.
- Tell or show your father that you know how much he means to you.
- You thank a teacher for something he/she has done.
- You tell your parents that you love them.
- You tell friends that you like them and want to continue being friends.
- You give a small gift to a parent.

Application with Feedback

- Students write messages to parents or other significant people in their lives.
- Utilize print shop or other card maker as a non-threatening way to communicate affection.

- Students do something nice for someone at school or home as a way of communicating affection and report on the experience.
 - Field trip: Visit a nursing home or animal protection society.
 - Students can plan a school or community service project.
 - Send cards to people that are sick.
 - Help a neighbor in need.
-

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DEAL WITH EMBARRASSMENT 2.10

Goal: To improve skills for expressing feelings

Objective(s):

1. The student will recognize the feeling of embarrassment.
2. The student will express, react or deal with the feeling of embarrassment in an appropriate manner.

Process Steps:

1. Decide what happened to cause you to feel embarrassed.
2. Think of what you can do to feel less embarrassed.
 - a. Ignore it
 - b. Decide what to do next time.
 - c. Say to yourself, "It's over, people will forget it."
3. Act out your best choice. (Goldstein, 1988 p. 161)

Discuss

Definition: **To feel embarrassed means to feel scared to be glad or scared to be sad.**

Rationale: **It is uncomfortable to feel embarrassed. Dealing with the feeling through the skill steps helps you to cope with your short term emotions and decide what to do next time.**

Where/When/Comments:

- Discuss how you can recognize signs of embarrassment (i.e. face feels flushed, heart pounds, you don't want to look at people).
- Have the students list some embarrassing situation. Discuss a few of these in greater detail. Ask students what to do or say in the situations (if they want to correct the cause, minimize their embarrassment, ignore it, distract the others, use humor). (Mayo and Walto, 1986 p. 253)

Model/Role-play with Feedback

- You get a first pair of glasses.
- Your mother catches you necking with boyfriend or girlfriend.
- You overheard when discussing private things.
- You give the wrong answer to a question in class.
- You drop and break something of your parents'.
- You fall down on the playground or make a bad throw in a game.

- Your father sees you acting like a movie star while looking in a mirror.
- Your pants are unzipped. Show how you would deal with your embarrassment.
- You spill your water when you are eating at a restaurant.

Application with Feedback

- Observe PE class or lunch room for potential situations.
- Have students report back after 1 day or 1 week of monitoring their ability to deal with embarrassment.
- Pair students and have them act as "embarrassment monitors" for each other for a specific period of time.
- Watch TV shows. What embarrassing moments happen on shows? Explain and discuss.
- Write in journals about embarrassing situations.

DEAL WITH FRUSTRATION 2.11

Goal: To improve skills for expressing feelings

Objective(s):

1. The student will be able to identify situations which cause frustrations.
2. The student will be able to identify body cues which signal the feeling of frustration.
3. The student will be able to maintain self control when in a frustrating situation.

Process Steps:

1. Stop and think. "How does my body feel."
2. Take a deep breath.
3. Assess why you feel like this.
4. Think about choices you can make.
 - a. Say "I feel frustrated because. . ."
 - b. Ask someone for help.
 - c. Find something else to do.
 - d. Practice relaxation.
5. Do it.

Discuss

Definition: Frustration can occur when you can't do what you want to, when something is really hard or when you're really disappointed.

Rationale: When you learn to deal with frustration you learn to be in control of yourself and to problem solve effectively to avoid further negative outcome.

Where/When/Comments:

- Discuss possible legal and social consequence of responding to frustration with anger or out of control behavior.
- Discuss body signals with students (i.e. rapid heartbeat, muscle tension, etc.) and have students list individual physical reaction to stress.
- Ensure that students have had practice with relaxation strategies such as deep breathing, counting, and relaxation exercises.
- Engage students in one of the following activities: • Play game with level of difficulty - ask

how they felt.

- Get examples from kids - things that are hard.
- Set up exaggerated situation where entire class pays consequence for inappropriate actions of one (i.e. student isn't sitting up straight, so the whole class will miss recess). Ask class how they feel.
- Discuss examples of past frustration, how it was handled and the final outcome.
- Use these as basis for later role-plays.

Model/Role-play with Feedback

Role Play Situations:

- Your school work is too hard.
- You get blamed for drawing on the bathroom wall.
- Your best friend dumps you and talks behind your back.
- You're not able to shoot baskets as well as others.
- You get turned down for a date.
- You can't use the family car.
- You can't tie your shoes.
- Your little brother pulls out a toy you just put away.
- You have to clean your room instead of playing.
- You did homework all wrong.
- Your paper is too sloppy.
- You tear your paper while erasing.
- You keep striking out.
- You can't jump rope as well as others.
- You can't ride a two wheeler.
- You can't write your name.
- You have trouble learning cursive.

Application with feedback

- Provide scripted or prompted role play situations. Given a few minutes to prepare, students pair up and perform process steps with cueing from teacher. Rest of class would consist of the teacher and self-feedback using a rating sheets with steps. • If possible, paired students practice process steps with new role play situations, give each other feedback and present final "performance" before the whole class. rating. Phase out cues and prompts in the new role play situations. If not possible to do group pairing, have students "practice" in pairs before the group. • Five students get buttons to pin on when they feel frustrated.
- Teacher monitors and completes checklist. • Students play games: scrambled letters, Labyrinth, water games, word searchers - with time limits to increase frustration.
- Set up situations with other teachers to watch for examples of skill use. Example: teacher gives huge amount of homework, refuses privileges, changes lock on locker, and changes daily schedule. Monitor student's behavior outside classroom.
- Homework activity: Students write process steps on homework sheet. Use steps in frustrating situation with "outside person" to sign homework sheet and make comments about student's ability to deal with frustration. Share with class, self-evaluate. Positive reinforcement provided for successful completion.

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DEAL WITH DISAPPOINTMENT/LOSING 2.12

Goal: To improve skills for expressing feelings

Objective(s): The student will decide why an activity was not successful and whether to try the desired activity again. (Mayo and Walto, 1986 p. 274)

Process Steps:

1. Say to yourself "Somebody has to lose" or "It's okay that I wasn't successful."
2. Think about your choices.
 - a. Ask for help.
 - b. Do an activity you like to do.
 - c. Do a relaxation exercise.
3. Act out your best choice.
4. Reward yourself for trying.

Discuss

Definition: **Disappointment means to fail to meet your own or someone else's expectations. Losing is a failure to win or gain.**

Rationale: **You learn to deal with disappointment or losing in a good way to decrease stress and negative self thoughts.**

Where/When/Comments:

- Provide a short story about someone being disappointed and ask students to describe how he felt.
- Ask students what "If at first you don't succeed, try, try again", means. Discuss the difference between quitting and making a decision to avoid something.
- Discuss the feeling that can be associated with failure. • Discuss the difference between failing and not doing as well as hoped. (McGinnis and Goldstein, 1980 p. 163)
- Discuss reasons for failure: the student didn't try as hard as he/she could have; he/she wasn't ready to do this; it was a matter of chance. (McGinnis and Goldstein, 1980 p. 162)
- Evaluate what is under your control to change: if a skill problem - practice; if motivation - increase effort; if circumstances - think of ways to change them. (Goldstein and et al, 1980 p. 123)
- Discuss the importance of setting realistic expectations.

Model/Role-play with Feedback

- Illustrate each of the skill steps and give students a chance to practice coming up with ideas for using them.
- Students think of situations when they might be disappointed. They are broken down into three types:

- situations when you are disappointed in yourself
- situations when you are disappointed in someone else
- situations when you are disappointed in an object or thing (Gajewski and Mayo, 1989 p. 279)

Role Play Situations:

- Arthur's parents have not been getting along lately. His father seems to stay away more than usual, and he knows his mother drinks way too much. After finding several bottles hidden around the house, Arthur's father accused his mother of being an alcoholic. They had a big argument in which both of them ended up leaving. Telling himself there was nothing he could do, Arthur stayed in his room and turned up the stereo. Worried about his parents and upset with himself for not doing anything, Arthur seems very troubled at school today. (Walker and et al, 1988 p. 107-111 Access)
- Your younger brother, Mark, has just gotten his driver's license. You are close - you play on the same team, share friends, materials, and a room at home. Now you also have to share the family car. You think you should be able to use the car more than Mark because you're older. You come home from school on Wednesday to tell your brother all about your upcoming date on Friday night. Mark tells you he's already made plans to use the car. You are very upset that Mark didn't ask first. You are also upset about the possibility of missing out on your date. (Walker and et al, 1988 p. 107-111 Access)
- Donna has had learning problems since she can remember. Reading especially has always been difficult for her. As a result, she usually does poorly on written tests but has always managed to get by at school with help. Anxious to get into design school, she has just found out that she failed the entry test. Even though she has been told she can take the test over, Donna is so depressed with her performance she doesn't want to risk failing the test a second time. (Walker and et al, 1988 p. 107-111 Access)
- You fail a test at school.
- Your team comes in last place in the city baseball league.
- You lose a contest.
- Your team loses at soccer.
- You don't make the cheerleading squad after weeks of practice.
- You flunk a test you studied for.
- Your boss says you cheated on your time card.
- Your parents say you can't get an after-school job.
- You lose again at a game your brother always wins.
- Your best friend won't join an activity that's important to you.
- You do not make the team.
- You are turned down for a date.

Application with Feedback

- Students write stories with main character who is disappointed by failure or loss.
- During daily discussion time, provide opportunity for students to share disappointments and plans for trying activity again.
- Class writes/performs skit or play focused on a disappointment and how the main character reacts. Can be performed for another class or parents.
- Ask parents to evaluate their child's use of the skill by using a provided role play or by observing their child using the skill.

- Keep a home journal describing results and feelings for situations involving disappointment of yourself and/or family members.

DEAL WITH WINNING/SUCCESS 2.13

Goal: To improve skills for expressing feelings

Objective(s): The student will accept success appropriately.

Process Steps:

1. Acknowledge that you have won or performed well.
2. Think about how and why you succeeded (time, effort skill, etc.).
3. Make a positive comment to yourself.
4. Accept any compliment given.
5. Show good sportsmanship to others.

Discuss

Definition: **Success is the attainment of a desired outcome.**

Rationale: **When you deal with winning and success appropriately you allow yourself to feel good about your performance or efforts without putting others down.**

Where/When/Comments:

- Students should have learned skill of "accepting compliments" prior to learning this skill.
- Ask students about times they have experienced success, and the reactions of others.
- Differentiate between bragging and acknowledging you did well and the effect of each on others.
- Discuss how empathy can be shown to other students.
- Stress importance of making positive comments to self.
- Play a game with class with winners and losers and discuss feeling of each.
- Stress that success is not necessarily winning (i.e. trying hardest, meeting a goal, staying with a difficult task, etc.).

Model/Role-play with Feedback

Role Play Situations:

- You completed all of your assignments.
- You cleaned your room.
- You helped a friend do his/her chores.
- You made the school football team.
- Your team won a game at recess.
- You passed all your classes.
- Your parents agreed to raise your allowance.
- You ask someone on a date and he/she accepts.
- You apply for a job and get it.
- You win a prize at a raffle.
- You win a card game.

Application with Feedback

- At the close of each school day, request each student to name a success from the day.
 - Keep a journal recording the positive successes and the effort involved in obtaining them.
 - List individual qualities (smart, try hard, etc.). Students make Acrostic poems using their name and display in room. Use poems as a source for Step #3. Make a positive comment to self.
 - Students watch pre-recorded tapes of endings of sports events and discuss reaction. • Name a "Star of the Week". Display student's picture, bibliographical information, likes/dislikes, and successes on bulletin board.
 - Keep goal chart for students who have met goals.
 - Give awards/certificates for successes and monitor students performance. Thank you grams can be used, possibly as raffle tickets.
 - Consult with PE teacher. Ask him to reinforce and complete evaluative checklists.
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DEAL WITH BOREDOM 2.14

Goal: To improve skills for expressing feelings

Objective(s):

1. The student will be able to identify boredom.
2. The student will be able to plan and implement an appropriate activity to relieve boredom.

Process Steps:

1. Decide if you are feeling bored.
2. Think of things you like to do.
3. Decide on one thing to do.
4. Do it.
5. Say to yourself, "Good for me. I chose something to do."
(McGinniss and Goldstein, 1980 p. 154)

Discuss

Definition: **Students generate a list of what boredom is to them.**

Rationale: **When you are able to identify boredom you are able to make changes in your situation.**

Where/When/Comments:

- Discuss how to recognize signs of boredom (i.e. you don't know what to do; you feel jittery inside). (McGinnis and Goldstein, 1980 p. 154)
- Students should generate and discuss personal lists of acceptable activities. (McGinnis and Goldstein, 1980 p. 154)
- Have students talk about reasons they dislike certain activities. Discuss if these are activities that must be done. How they can make these activities more pleasant .

Model/Role-play with Feedback

- There are no playground games you are interested in.
- It's Saturday and no one is around.
- You and your friends can't think of anything to do.
- You have completed your assignments early.
- You are grounded.
- You are at a family gathering and there is no one your age.
- You have a long homework assignment.
- The TV/VCR is broken.
- You spent all your allowance, and can't afford to go to the mall.

Application with Feedback

- Homework: Ask students to try to make an activity they dislike more pleasant and to notice if their reactions to the activity change.
 - Students keep a log of activities they choose to do during earned free time.
 - Storywriting idea "A Day When Nothing Happens".
 - Home note: Parents sign a log student keeps of how unstructured time is spent at home.
 - Journal writing stimulus: "I was bored (when) (where). This is what I did "
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DEAL WITH ANGER 2.15

Goal: To improve skills for expressing feelings

Objective(s):

1. The student will be able to express anger appropriately.
2. The student will improve vocabulary of feeling words.

Process Steps:

1. Stop and count to ten.
2. Think about your choices.
 - a. Tell the person in words why you are angry.
 - b. Walk away for now.
 - c. Do a relaxation exercise.
3. Act out your best choice. (McGinnis and Goldstein, 1988, p 140)

Discuss

Definition: Dealing with your anger appropriately means to express anger assertively, with non-aggressive words rather than physical action or aggressive words.

Rationale: It is a way to help you resolve conflicts appropriately so you can maintain friendships and make decisions in a calm, rational manner. Being able to express one's anger in an appropriate way reduces anxiety in a stressful situation.

Where/When/Comments:

- Students may use new vocabulary words in a writing assignment. (Reith, 1985 p. 13-16)
For a child who directs anger toward himself/herself, additional choices may need to be included. Such choices may include: "Write about how you feel" or "Decide how you can change to keep this from happening again." (McGinnis and Goldstein, 1980 p. 140)
- Brainstorm situations in which students feel that they are most likely to become angry immediately and react in ways that get them into trouble.
- Ask why these situations provoke anger. Have students pick one situation to discuss with partner.
- Discuss short and long term consequences of losing your temper.
- Discuss how your body feels when you're angry and the consequences of acting out anger.
- Discuss the importance of allowing oneself time to cool off and think. (McGinnis and Goldstein, 1980 p. 140)
- Discuss alternatives to acting out anger (exercise, talking, relaxation).
- How do you feel when you're angry? Discuss body cues.
- Discuss what makes you feel angry - triggers.

Model/Role-play with Feedback

- Exercise on systematic relaxation and visualization. (Gajewski and Mayo, 1989 p. 223)
- "I" statements. (Gajewski and Mayo, 1989 p. 224)
- Video: positive and negative examples. (Walker and et al, 1988 p. 91 Accepts)

Role Play Situations:

- You don't think the teacher has been fair to you.
- You are angry at yourself for forgetting your homework.
- You are having a day where everything seems to go wrong.
- Your parents won't let you have a friend over.
- Your parents won't let you leave the house.
- A friend talks about you behind your back. (McGinnis and Goldstein, 1980 p. 140)
- You have worked very hard on a woodworking project. One of your friends is looking at it, drops a part of it, and damages it. (Walker and et al, 1988 p. 66-68 Access) .
- Someone runs by your locker in a hurry and grabs something out of it while you are standing there. (Walker and et al, 1988 p. 66-68 Access)
- You are going to meet some friends for a movie. Your younger brother/sister complains that he/she has nothing to do. Your parents suggest that you take him/her along with you. When you refuse, your parents order you to take him/her. (Walker and et al, 1988 p. 66-68 Access)
- Another kid at school writes something crude on your locker that is embarrassing to you, and you are angry. (Walker and et al, 1988 p. 66-68 Access)
- Your younger brother/sister has used your personal stereo system without your permission. He/she knows he/she isn't supposed to. (Walker and et al, 1988, p. 66-68 Access)
- Another student is teasing you constantly during your gym class. (Walker and et al, 1988 p. 66-68 Access)
- You see a friend in the hall between classes. She's with another group of kids, and when you say "Hi" she clearly ignores you. (Walker and et al, 1988 p. 66-68 Access)
- A girl/boy you have been dating steadily goes out with another person. You are angry that she/he did not tell you in advance. (Walker and et al, 1988 p. 66-68 Access)
- You hear that another kid at school has been spreading some bad rumors about you. (Walker and et al, 1988 p. 66-69 Access)
- You and a friend are waiting in a long line at the movie theater. Just as you get to the ticket window two older and bigger kids say "Excuse me, I'm sure you won't mind if we just slip in here and get our tickets. Thanks" You do mind. (Walker and et al, 1988 p. 66-68 Access)
- You tag someone in a game and he denies it.
- Another student rides your bike without asking.
- You trip over another student's foot.
- You are playing with a friend and another person butts in. (Walker and et al, 1988 p. 92 Accepts)

Application with Feedback

- Request parents to monitor skill use in the home setting.
- Students self-monitor and report back on skill use.
- Teacher should keep skill steps posted and visible. Use these to cue student when teacher observes an anger evoking situation arising.
- Teacher can keep a log of incidents where skill steps are not successfully followed. These can

be used for later discussion, role-play and practice.

- Have students refer back to listing of stressful situations and indicate how they would respond/cope.
- Have students interview a friend or parent to find out what situations they find stressful, how they cope with these situations, and whether they feel their strategies are successful or unsuccessful. (Aspen Publications, 1988)
- Students list what makes them angry. Then discuss how to tell someone you're mad without hurting them. (Walker and et al, 1988 p. 92 Accepts)
- Written review exercise (Gajewski and Mayo, 1989 p. 218)
- Help evaluating anger control strategies. (Gajewski and Mayo, 1989 p. 219-220)
- Exercise and practice anger control .(Gajewski and Mayo, 1989 p. 221-222)
- Student evaluation form. (Gajewski and Mayo, 1989, p. 345)
- Homework. (Gajewski and Mayo, 1989 p. 202)

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BE HONEST 2.16

Goal: To improve skills for expressing feelings

Objective(s):

1. The student will tell the truth about his feelings.
2. The student will tell the truth when questioned about his behavior.

Process Steps:

1. Ask "Why should I be honest?"
2. Think of the possible consequences (positive and negative).
3. Decide how you will handle consequences.
4. Tell the truth.
5. Reward yourself.

Discuss

Definition: To be honest means to tell the truth or to be fair and straightforward. It implies a refusal to lie, steal, or deceive.

Rationale: Honesty is the basis for healthy, satisfying relationships. If you are not honest, people may not trust you. Dishonesty may also have negative social and legal consequences.

Where/When/Comments:

- Discuss politeness versus honesty; students should not be honest just to hurt someone.
- Discuss how others may respect the student or trust the student more in the future if he/she is honest now.
- Read the fable or tell story about "The Boy Who Cried Wolf".
- Use two scripts about people who are not honest and give questions to help students understand why being honest is important and the consequences of not being honest. (SSSB, p. 250-251)
- Read a story about a girl who always lies and what happens when she finally tells the truth. Also helps the student understand consequences of not being honest. (SSSB, p. 253)

Model/Role-play with Feedback

- You tore up your homework assignment or lost your reading book.
- You broke a window playing baseball.
- You borrowed someone's bike without asking permission.
- You wrote on your desk.
- You took money off your mother's dresser.
- You cheated on a test.
- You were late to class and the teacher confronts you.
- You didn't make your bed when your mother told you.
- You left the house when you were supposed to be grounded.

Application with Feedback

- Journal writing assignments: "A time I was honest"

"A time I was dishonest and wish I hadn't been"

- Teacher could record a language experience story as each class member responds to the journal statements.
 - Initiate "Honesty Training". Teacher conducts honesty check 5-10 times a day. Students identify and verbalize what they are doing (looking out window, talking etc.). The honesty should be reinforced with no consequences for off task behavior. Appropriate reinforcers should be used.
 - Continue honesty training at decreasing intervals and fewer reinforcers.
 - Students are presented with six situations in which people are not honest. They are asked to choose consequences for these people and explain why they chose them. Written review questions are also included with exercise. (SSSB, p. 256)
 - Questions for being honest; can use for discussion as well as for an independent activity. (SSSB, p. 254)
 - Lesson is not being too honest (i.e. using tact). (SSSB, p. 255)
 - Homework note: asking for parent to confirm an example of honesty by student.
 - Watch TV shows - examples of times someone was honest, dishonest, or polite not to hurt someone.
 - Homework note to parents describing skill and asking them to evaluate their child's use of the skill by using a suggested role play or observing them formally. (SSSB, p. 249)
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SAY THANK YOU 3.1

Goal: To improve social-relationship skills

Objective(s): The student will demonstrate courteous responses through verbal and non verbal responses.

Process Steps:

1. Decide if you want to thank the person.
2. Thank the person in a friendly way.
3. Say what you are thanking him/her for.
4. Wait for an answer.
 - a. If the person accepts the thanks, continue talking about it.
 - b. If they do not accept the thanks, say thanks again, and change the subject.

Discuss

Definition: **Saying thank you means telling someone you like what they've done for you.**

Rationale: **You say thanks to make another person feel good so he or she may do something nice again. (Special School District, 1989 p. 52)**

Where/When/Comments:

- Say thanks whenever someone has done something nice for you. If the person is busy, you may need to choose the time and place to say thanks. One rule for saying thanks is to mean what you say. (Point out that you can thank a person for being thoughtful even if you don't like exactly what they give you or what they did).
- Students generate examples of why, when and how to say thank you. Make a list of these examples so they can be used for situational role-playing later. Use one of the situations given by students to get them to discuss how to say thank you correctly. (Special School District, p. 53)

Set the Stage:

- Teacher gives students a pleasurable surprise such as a snack or free time. She keeps track of those who say thank you and gives them an additional reinforcer. Discuss the effect of thanking someone.

Model/Role-play with Feedback

Role-Play Situations:

- A friend lends you a quarter.
- A classmate sharpens your pencil.
- Students read from a scripted role-play with the teacher or with other students.

- Your friend gives you a birthday present.
- A teacher helps you with an assignment.
- A friend's parent drives you home from school.
- A friend loans you money for lunch.
- A co-worker helps you learn a new job.
- A classmate helps you with your homework.
- Parents help you with your chores or homework, or let you do something you have asked to do.
- Someone lends you a pencil.
- A neighbor helps you clean your room.
- A friend helps you tie your shoe.
- A friend lets you go on the swing first.
- A friend draws you a picture.
- A neighbor feeds your cat.

Application with Feedback

- Discuss and practice different ways of saying thank you (i.e., "I really like it when you..."; "It made me very happy when you..."). (Special School District, 1989 p. 55)
- Discuss saying thanks in a "friendly way." Emphasize appropriate body language (facing person, eye contact, smiling) and a pleasant voice to help show you mean it. (Special School District, 1989 p. 53)
- Students have a card signed by the recipient each time they say "thank you" in a courteous way.
- Discuss "accepting thanks" and "not accepting thanks." Point out when a person accepts thanks, the person responds in a nice way (i.e. cheerfully, friendly, says "you're welcome" or, that he was glad to do it). When a person responds in a negative way, he does not accept thanks. You feel he may not have wanted to do what he did. To practice recognizing "accepting thanks" and "not accepting thanks", complete worksheet "Responses to Thanks." (Special School District, 1989 p. 53)

ENGAGE IN COOPERATIVE PLAY 3.2

Goal: To improve social-relationship skills

Objective(s): The student will demonstrate the appropriate skills necessary for cooperative play.

Process Steps:

1. Be sure you know the rules.
2. Decide who starts the game.
3. Remember to wait your turn.
4. When the game is over, say something nice to the other person. (Goldstein, 1988, p. 168)

Discuss

Definition: Cooperative Play is when you are playing and interacting together in a cooperative way (i.e. playing fairly in a game, building a lego house together, etc.).

Rationale: Cooperative Play is essential for getting along, heaving fun, playing appropriately.

Where/When/Comments:

- Where - anywhere you play with others.
- When - anytime you play with others.
- Create examples of where and when.
- Talk about what happens when people can't play cooperatively.

Model/Role-play with Feedback

Role play situations:

- Play a game with a classmate or a group of game at recess.
- Play a game with your parents, brother, or sister.
- Play a game with friends in the neighborhood.

Application with Feedback

- During free time, set out games and allow students to use their skills for cooperative play.
- Use crossword puzzles/word searches using the process steps.
- Give a homework assignment for students to play cooperatively with a member of their family.

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GREET OTHERS 3.3

Goal: To improve social-relationship skills

Objective(s):

1. The student will be able to initiate a greeting with peers and adults.
2. The student will be able to return greetings appropriately.

Process Steps: Initiating Greetings:

1. Decide if you want to greet another person (Is it appropriate? Are they a stranger? Do you know the person? Is this the time/place for greetings?)
2. Decide how to greet another person (verbal or nonverbal communication).
3. Be aware of the situation (classroom, store, movie, hallway, bus).
4. Be aware of personal space.
5. Act on decision.

Returning Greetings:

1. Listen or look at who is communicating.
2. Observe how the other person is communicating.
3. Decide if it is appropriate to return a greeting.
4. Decide how you will return a greeting (verbal/nonverbal).
5. Act on decision.

Discuss

Definition: **Greeting others is when you say hello, shake hands, etc.**

Rationale: **A greeting is polite and appropriate. Discuss what results if you do not greet someone, or how you feel if you are not greeted.**

Where/When/Comments:

- Students generate a list of where and when you should greet others.
- Teacher introduces the difference between polite and impolite greetings in different social settings (i.e. greeting parents, friends, the bus driver, and a teacher) and formal and informal language.
- Ask children to describe times during the day when they said hello. Teacher models daily.
- Discuss the use of greetings, and what the different greetings are. Make a list.

Set the Stage:

- Display greeting cards, or look at advertisements showing greeting cards.
- Encourage students to say hello when they come to the classroom.

Model/Role-play with Feedback

- Students discriminate between polite and impolite greetings by responding to the teacher's examples.
- Role-play different social settings and have students generate polite greetings.
- Video tape roleplaying situations and have students evaluate their performances using rating sheets.
- Explain the distinction between greeting a stranger on the street and greeting someone with whom you are doing business (i.e. cashier who is ringing up your purchases).

Role play situations:

- You greet the mail carrier.
- You greet an old friend you haven't seen in a long time.
- You say hello to their families in the morning.
- You say hello to grandparents on the phone. (Killoran and et al, 1989 p.14)
- It's Saturday morning and your turn to walk the dog.
- You just rolled out of bed and you look like it.
- A group of your friends drives by, honks, and waves.
- A girl/boy, who asked you for a date, but you refused, is approaching you in the hall. You really don't want to talk to her/him.
- At the skating rink, you see a peer you were introduced to at a party several weeks earlier. You aren't sure he/she will remember you.
- Your best friend is discussing a problem with you as you walk down the hall together. Someone calls out "Hi" to you.
- As you walk into the gym to see a basketball game a large group of your friends yell out your name. You are embarrassed. (Walker and et al, 1988, p.34-36)

Application with Feedback

- Teacher stands at the door while the students are entering the classroom and greets them. Praise those who returned or initiated greetings.
 - Have a new student enter the classroom and initiate greetings.
 - Students have people in their neighborhood and home sign off on a checklist when they have initiated or returned greetings.
 - Teacher hands out a small token as a reinforcer to those using the skill with or without cues. Token is redeemable at specified time.
 - Parents can be requested to monitor use of skill in home setting.
 - Monitor use of skill as students enter building or as they pass staff in hallways.
 - Request bus staff to monitor skill use when students enter bus, via checklist.
 - Monitor use of skill in social situations such as cafeteria and/or recess.
 - Arrange with teacher or peer to give non-verbal or verbal greeting. Monitor skill use to see if greeting is returned.
-

READ BODY LANGUAGE 3.4

Goal: To improve social-relationship skills

Objective(s): The student will be able to correctly identify another's feelings based on their body language.

Process Steps:

1. Look at the person's body actions (eyes, face, arms/hands, posture/stance, etc.)
2. Decide what the person is feeling.

Discuss

Definition: **Body language is non-verbal communication using the body to communicate.**

Rationale: **Teacher stresses the importance of mutual gazing in "reading" facial and body expressions. (Deckert and et al, 1989 p. 23)**

Where/When/Comments:

- Students generate a list of when and where to read body language
- Discuss with students the wide variety of messages that are sources of information about ourselves (eye contact, tone of voice, body language, vocabulary).
- Discuss facial deceit (hidden emotions).

Set the Stage:

- Teacher introduces and demonstrates the difference in facial and body expression for each specific emotion.

Model/Role-play with Feedback

- Have students "read" the emotions on various pictures of faces. Discuss the various interpretations.
- Play a tape or movie without the sound and have the students figure out what is going on based on body language.
- Have students interpret pictured gestures.
- Cut out pictures from magazines depicting different emotions and have the students make posters.
- Have students play pantomime and "describe" emotions/feelings or pass on information with body language.

Application with Feedback

- Homework: Instruct students to keep a log of reactions they observe in others that give them the impression that someone sees them differently than they thought.
- Teacher stands in front of the class for lecture or to give directions and gives conflicting verbal messages to her body language. See who can pick up on it.

- Students sort pictures of two or more persons into piles indicating "friends", "enemies", "neutral", "can't judge". Discuss what clues each picture had that led to the placement. (Deckert and et al, 1989 p. 23)
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Social Skills Curriculum Guide, 1992

USE BODY LANGUAGE TO COMMUNICATE 3.5

Goal: To improve social-relationship skills

Objective(s): The student will use body language to communicate in an appropriate manner.

Process Steps:

1. Decide how you feel.
2. Decide what you want to communicate.
3. Use body actions/language (eyes, face, hands/arms, posture/stance) to express self.

Discuss

Definition: **Using body language to communicate is a form of non-verbal communication.**

Rationale: **Teacher explains how important body language is for communication. Have the students attempt to communicate absolutely "nothing" or give directions without using any body movements. Discuss how impossible this is.**

Where/When/Comments:

- Students generate a list of where/when to use body language to communicate.
- Discuss/demonstrate intrusive body language such as inappropriate touching, getting too close, etc.

Model/Role-play with feedback

- Have students practice giving messages using common gestures (emblems).
 - Students practice expressing emotions using a mirror.
 - Students role play various emotions and other students must "read" them.
 - Have students "Impersonate" their favorite TV, movie, or rock star, discussing the person's actions, gestures and postures.
 - Play "Catch Me - Match Me" where two students mirror each other's actions.
 - Students break up into teams to play a "charades" type activity using common "emblems".
- Score points for correct encoding of message and for correct decoding of message. (Deckert and et al, 1989 p. 24)
- Have students play pantomime in two teams. Give them certain situations to communicate with body language. Give points to teams who can name situation.

Application with Feedback

- Watch a game show and determine what people's body language is saying.
- Have students describe five students in the cafeteria and what their body language is communicating.
- Watch a taped TV show without sound. Identify intent of body language. Rewind and see if it matches dialogue.

- Look for examples. Give students a worksheet listing types of body language. Students fill in a situation from home or TV that exhibits each.
 - Students will discuss/demonstrate how important body language is for communicating.
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Social Skills Curriculum Guide, 1992

UNDERSTAND VOCAL INFLECTION 3.6

Goal: To improve social-relationship skills

Objective(s): The student will be able to identify a variety of vocal inflections.

Process Steps:

1. Identify different tones of voice.
2. Identify the feeling of that tone (angry, sad, tense, happy, etc.).
3. Match vocal inflection to feeling.

Discuss

Definition: **Vocal inflection is the use of voice tone to get across what you mean when you talk.**

Rationale: **Discuss importance of recognizing others' feelings by vocal inflection.**

Where/When/Comments:

- Review benefits of good listening skills.
- Students generate a list of where/when they have had experiences of listening to use of vocal inflection.

Set the Stage:

- Teacher introduces the concept of how people sound when they are "happy", "sad", etc.
- Tape record TV program to listen to for vocal inflections.

Model/Role-play with Feedback

- Have students practice various tones of voice while observing their own facial expressions in the mirror.
- Have students take turns being "Judge" where they have to guess who spoke without seeing the speaker.
- Students may make tape recordings of themselves, teachers, or others in various situations. The group decides what emotion is being expressed.
- With a tape recorder, have students practice giving the same message in various tones of voice.
- Teacher demonstrates various vocal inflections. Students determine what "message" or feeling is being sent.

Application with Feedback

- Teacher reads script cards or short sentences using different vocal inflections. Have students identify the intended inflection and rate each other on their success
- Cooperating adult gives message over intercom. Ask students to identify vocal inflection and reason for it.
- Watch portion of a taped TV show. Pause tape and have students identify vocal inflection.

- Pair students off. Send them to observe a situation (e.g., recess, lunch, etc.). Ask them to note the vocal inflections they observe and come back and compare notes.
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Social Skills Curriculum Guide, 1992

USE VOCAL INFLECTION EFFECTIVELY 3.7

Goal: To improve social-relationship skills

Objective(s): The student will be able to use vocal inflection to express self.

Process Steps:

1. Decide what you want to communicate (anger, assertiveness, need for help).
2. Think about the best tone to match your feeling.
3. Think about the setting you are in (place, people, time).
4. Decide if it is the appropriate tone to use.

Discuss

Definition: Using vocal inflection effectively means matching the tone of your voice to your feeling or message. Teacher introduces the concept of how verbal and non-verbal messages need to match in order for there to be good communication.

Rationale: Using the right voice is important when you are talking to people:

- a. Do you like to listen to people who talk so softly you can hardly hear what they're saying?**
- b. Do you like to talk to people who talk very loudly?**

Have students discuss how important vocal inflection is in getting their message across.

Where/When/Comments:

- Students list/brainstorm where/when it's necessary to use vocal inflection to get their message across.

Set the Stage:

- Teacher demonstrates "mixed" messages to the class in his/her vocal inflection.

Model/Role-play with Feedback

- Have student role play sending/receiving mixed messages.
- Play a scene from a TV show or movie. Then turn off the sound and have students give the message with a different inflection; discuss how successful it was.
- Play an audio or video tape and have students imitate the emotions being expressed in the scene.
- Discrimination practice: Teacher talks in a voice (the right voice, too loud, or too soft). Students identify.

Application with Feedback

- Provide students with script cards or short sentence to read using different vocal inflections.

Have other students identify the vocal inflection and rate each other on success.

- Tape record students reading script cards or sentences with different vocal inflections. Have students evaluate their own performance.
 - Assign students to look for examples of people using vocal inflection to reinforce their messages. Report back to class.
 - Speaking during class discussion
 - Saying pledge of allegiance
-

Social Skills Curriculum Guide, 1992

ACTIVE LISTENING 3.8

Goal: To improve social-relationship skills

Objective(s): The student will demonstrate appropriate listening skills.

Process Steps:

1. Sit up.
2. Lean forward.
3. Activate your thinking: ask yourself questions, answer your questions, ask the speaker questions.
4. Name key information: answer the speaker's questions, share ideas, comments or questions, add to others' statements.
5. Track the speaker. (Cellis, 1991, p. 4. Kansas University)

Discuss

Definition: Listening skills are when you listen closely to what is being said and ask questions to make sure you completely understand what is being said.

Rationale:

**So we understand what people are saying to us.
Increase our attention span.
Don't have to ask so many questions.
Make more friends because they will see you are interested in what they are saying.
Cut down on frustration over mistakes because you misunderstood.**

Where/When/Comments:

- Teacher introduces some clues to being a good listener (the most important being that you listen with your ears and your brain).
 - Students will be taught that when listening to a message, basic questions need to be answered: Who? What? When? Where? (Deckert and et al, 1989, p.51)
 - Brainstorm a list of specific things that can be done to prepare for good listening.
 - Discuss what happens in a conversation when everyone is talking and no one is listening.
 - Discuss how a speaker can tell if a person is listening or not.
 - Discuss how important listening is and make a list of how to be a good listener.
 - Discuss rationales for learning the strategy. Discuss with the students the benefits of learning a strategy for participating in class. Using question-and-answer format, bring out the benefits described in this section "Why teach SLANT?". If you feel comfortable, explain to the students how you react as a teacher when students slouch, don't participate, and aren't paying attention.
- Situations: when anyone talks to you or to a group you are in.
- Discuss when and where to use the strategy. Specify how using the strategy in your classroom will facilitate success.

Then ask the students to:

- Identify other classes where the strategy can be used to facilitate success; and
- Identify situations and settings outside school where the strategy can be used.

Describe the strategy steps. Explain that there are five steps in the strategy and each step can be used to cue certain behaviors. Then name each step and the behaviors each step is designed to cue. Provide examples and non-examples of behaviors that fulfill each step. When you get to the "A" and "N" steps, explain the rules for asking questions or volunteering to participate in your classroom (e.g., you must raise your hand, quietly wait to be called on by name, lower your hand when someone else is called on, etc.). Explain that these rules may be different for different teachers, and ask your students if other teachers' rules are different from yours. (Slant, p.3)

Set the Stage:

- Provide many auditory and casual distractions (radio, fan, movie, etc.). Give complex directions quietly then ask students to carry out. Discuss why listening is important.

Model/Role-play with Feedback

- Demonstrate the strategy. Make your demonstration fun and entertaining through the use of two hats: a "teacher" hat and a "student" hat. Wear the "teacher" hat when you are acting as the teacher; put the "student" hat on when you are acting as the student. Explain the two hats to your students. Start the activity as the student and pretend that you are at the beginning of class. Slouch in your chair. Then stand up, put on your teacher hat, and state that it's time for class to get started. Put on your student hat, sit down and talk to yourself aloud to instruct yourself to use the SLANT Strategy (e.g., "Okay, I need to get started with SLANT. "S" means sit up straight." (Sit up straight.) "L" means lean forward." (lean forward.) Switch hats again, stand up, and introduce the lesson. Switch hats again, sit down and activate your mind about the lesson. Feel free to act a little silly, joke, or do other things to make the demonstration fun while at the same time illustrating the key behaviors associated with using the strategy. Be sure to demonstrate asking yourself questions, answering those questions, determining that you don't understand something, and asking a question. Also demonstrate answering a question and tracking the teacher. Continue thinking out loud as you demonstrate these behaviors. (An alternative activity here would be having your team teacher, a paraprofessional, or a student aide act as the teacher while you act as the student.) (SLANT, p.4)

- Students can point to objects and pictures named by teacher.
- Students can follow directions given by the teacher.
- Students can listen to sounds in the environment and name them.
- Students can listen to short stories and answer the basic questions."
- Barrier games.
- "Hot and Cold" game.
- "Treasure Hunt" - following verbal directions.
- "Simon Says".

Role play situations:

- You listen to teacher explain assignment.
- You listen to parent tell you why she's sad.
- You listen as a friend tells you about a movie.

- Younger sibling wants to talk to you about problems with a friend.
- You are talking to your friends. Announcements start coming over the intercom.

Application with Feedback

- The general practice sequence. Essentially, all of the practice activities involve students practicing and evaluating the use of SLANT during a traditional instructional lesson (a social studies lesson, a science lesson, a strategy lesson) that you present.

You can follow this general sequence:

- Provide an advance organizer for the day's lesson;
 - Help students set goals for SLANT performance;
 - Teach traditional lesson as students practice the SLANT Strategy; and
-
- End the sequence with a feedback session.
 - The "UNSLANT-SLANT" activity. A fun way to begin practicing the SLANT. Strategy is to ask students to "UNSLANT" on signal. Encourage students to get their worst "UNSLANT" positions (slouched in their chairs, a far-away, blank look in their eyes, looking out the windows, etc.) immediately after you give the "UNSLANT" signal, and then switch to the SLANT position at the next signal. You might say something like, "O.K., now SLANT!" This UNSLANT-SLANT activity might be repeated once or twice the first time it is introduced. Later, surprise your students by saying, "Everybody UNSLANT. O.K., now everybody SLANT." The activity requires about 30 seconds, and the rejuvenating effects it can have on students can be very beneficial.

Have students give directions for doing the following:

- wrapping a package
- peeling potatoes
- buying shoes
- eating the following: caramel, ice cube, a juicy orange
- walking on the following: wet grapes, a sticky floor, eggs (St. Louis Public Schools, 1990, p.151)
- Put students into pairs. Blind fold one student and assign a task to be completed by the pair (wash the table, get a drink, make a drink, get supplies, walk somewhere).
- The "SLANT teams" activity (Version 1). Divide your class into cooperative learning teams of four students each. Assign each member of a team responsibility for observing another member of the same team during the upcoming lesson. Thus, each team member is a "peer- observer" and evaluates another student's use of the SLANT behaviors. Groups can be told that the activity is designed to perfect their use of SLANT before competition with other groups begins. Students can use simple charts to record their observations during two or three specified 5-minute periods during the lesson. Following the lesson, the teams can reconvene to provide each of the members with feedback on their use of SLANT.

Note: At times, you may encounter the problem of having students volunteering to participate in a disruptive manner. If this occurs, consider setting a cap on the maximum number of times a student can participate in the lesson. Also, remind the students about your rules concerning courteously waiting to be called upon and listening to others' contributions. State that you will not call on students who try to get your attention by waving their arms, calling out to you, etc.

- The "SLANT teams" activity (Version 2). In this version, cooperative learning groups compete

with each other for the highest SLANT score. To implement the procedure, select one member of each group to be observed by a peer-observer from another group. Inform peer-observers only of the identity of the one person they are to observe. Thus, none of the other students should know whether they have been chosen to be observed. Again, the peer-observers can use simple charts and the point system for awarding and recording points. At the end of class, the points can be totaled, and everyone in the targeted student's group can receive the same the number of points for participating in the lesson. The group with the highest score can be congratulated.

- The "SLANT teams" activity (Version 3). This activity requires little time and is easy to implement. Here, two peer-observers per class period are identified by the teacher. They are asked to observe a single student in the class who is not aware that she is being observed. This student represents her team. No one but the peer-observers are informed of the identity of the targeted student. Following your instruction, the student's points are tallied, and these points are awarded to each of the student's team members. Each day a different set of peer-observers can be selected. The student who is to be observed can be chosen randomly by drawing a name written on a piece of paper from a jar. At the end of some specified period of time, points for each team can be totaled and "prizes" awarded. (SLANT, p. 7)
- Present the Good Listening picture and review the four rules. Point out that the students in the picture are following all four Good Listening rules.
- Ask for volunteers to give you simple directions. Provide a box of props the students can use in giving directions. Tell the students that each time you will be a sloppy listener and forget one of the rules. If you wish, you can make a mistake in following each direction to emphasize that you are not being a good listener.
- After each set of directions, ask the class to identify which rule you forgot.
- Ask a student to come up and listen to the direction carefully, then follow the direction correctly. (Killoran and et al, 1989, p.110)
- Give some important information orally about a homework assignment. Give extra credit to students who do it correctly.
- In class, give directions one time. If a student needs them repeated, another student repeats the directions. Teacher monitors for accuracy and reinforces good listening skills.
- Encourage students to observe the effect of the strategy in a new setting. Collaborate with your students to design a new way of recording whether a teacher speaks to them, looks at them, smiles at them, and jokes with them. Have them target one of their teachers and record the manner in which this teacher interacts and provides instruction when the strategy is not used. Then, have the students begin using the strategy and observe any changes in their teacher's behavior as well as their own performance in targeted class (e.g., amount of verbal participation, performance on tests, etc.). This activity is particularly effective when a small group of students targets the same teacher and begins using the strategy at the same time.
- Ask the teacher of a targeted class to cue the students to practice their strategy in her classroom. For this activity, you and the student can begin by targeting a specific class in which the student will practice the strategy. Before the student begins practice however, meet with the teacher of the class and recruit her help to promote generalization. Do so by describing the SLANT Strategy and the rationale for teaching it. During your conversation, ask the teacher if she would be willing to provide unobtrusive cues to the student to use the strategy while she is conducting class, and later to provide the student with feedback about his use of the strategy. Then, periodically check with the teacher to determine whether the student is using the strategy. (SLANT, p. 8)

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RECOGNIZE AND CHOOSE A COMMUNICATION STYLE 3.9

Goal: To improve social-relationship skills

Objective(s):

1. The student will be able to name communication styles.
2. The student will be able to list characteristics of each communication style.

Process Steps:

1. Think about what you want to say.
2. Think about communication styles.
3. Decide which style will best help you reach your goal.
4. Act on your decision.

Discuss

Definition: A communication style is chosen when you interact with others; you can choose to be assertive, passive, or aggressive.

Rationale: It is important to choose an appropriate communication style to fit your goals in any situation. Discuss why it is important to choose the right style of communication.

Where/When/Comments:

- Students brainstorm on where/when to choose a communication style.
- Teacher can refer to "Using I Statements" and "Being Assertive".
- Make a list of characteristics of each style to use later.
- Use this skill in situations such as passive when a supervisor is reprimanding you, assertive when you need to stand up for your rights, and aggressive if your physical safety is in jeopardy.

Set the Stage:

- Teacher presents posters of the styles of communication (passive, aggressive, and assertive) and leads a discussion of the various aspects of facial expression, body posture, tone of voice, etc. that are characteristic of each style. (Deckert and et al, 1989 p. 34)

Model/Role-play with Feedback

- Have students imitate the various styles of communication while playing a game.
- Have students read or act out a familiar story and discuss the type of behavior exhibited by each of the characters. (Deckert and et al, 1989 p. 34)
- Use generated list of characteristics of each communication style to help determine what major style each student uses and in what situation.
- Watch a TV show and/or cartoons and identify various representations of each communication style.

Application with Feedback

- White out the dialog in comic strips. Students fill in dialog representative of assigned communication style.
 - Students make posters for the classroom illustrating the various types of communication. (Deckert and et al, 1989 p. 34)
 - Play charades or act out statements using each style.
 - Have students match cards representing the styles of communication (facial expressions and cards with statements that each communication style may use).
 - Have students pick partners. They will observe each other and give some sort of token whenever they observe their partner using an appropriate communication style.
 - After a difficult situation, have students describe which style they used and if it was effective.
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Social Skills Curriculum Guide, 1992

INTRODUCE YOURSELF 3.10

Goal: To improve social-relationship skills

Objective(s): The student will demonstrate the necessary skills to appropriately introduce himself/herself.

Process Steps:

1. Decide if you want to meet the person.
2. Decide if it is a good time.
3. Walk up to the person.
4. Introduce yourself.
5. Wait for the person to tell you his/her name. If the person doesn't tell you, ask.

Discuss

Definition: **To introduce yourself means to let someone else know who you are.**

Rationale: **Introduce yourself when meeting new people and making new friends.**

Where/When/Comments:

- Discuss the different language used when making formal and informal introductions.
- Talk about strategies to help people remember a name when they are introduced to someone.
- A good time to introduce yourself is when you want to talk to someone who doesn't know your name.
- Introduce yourself when people introduce themselves to you.
- Have students think of several situations when they would need to introduce themselves (meeting a new student, teacher, waiting for an appointment to your boss, first day of school).
- Discuss situations when students would not want to give someone their name.
- Ask students for examples of situations where they were new to a group (new school, start of integrations, etc.).

Set the Stage:

- Invite the school principal or other authority figure into the class and demonstrate formal introductions.
- Invite a little known relative, friend, etc. to your class to share an activity (story, snack, etc.) with class. Discuss how important and more comfortable it is to know a person's name.
- Play "Name Game" with the guided script to learn names and build rapport.
(Special School District, 1989 p. 103)

Model/Role-play with Feedback

- Model appropriate handshaking.

Role play situations:

- There is a new student in your classroom.
- A friend of your parents is visiting your home. You introduce yourself to the friend.
- A new boy or girl moves into your neighborhood. You introduce yourself to the new neighbor.
- You introduce yourself to several classmates at the start of the school year.
- You are bringing a new friend over to your house. Show how you would introduce your friend and parents to each other.
- You and a friend and run into someone you babysit for. Introduce the two of them to each other.
- It is the first day of your new job. You have never met the person who works next to you. Introduce yourself.
- Your sister's date is waiting for her. Introduce yourself to him.
- You are sent to escort a guest speaker to the auditorium. Introduce yourself.
- You need to let the receptionist know that you have arrived for your dental appointment. Introduce yourself to her.
- You see someone you would like to talk to. Introduce yourself.
- You meet your new bus driver.
- New neighbors move in.
- You meet a new relative at a family reunion.

Application with Feedback

- Write out steps for a homework assignment and list five examples of when they could use the skill.
 - Use crossword puzzles/word searches using the process steps.
 - Give each student an index card. When they introduce themselves to a teacher at school, have the teacher initial the card.
 - Send the student on an errand to give a message to a teacher the student doesn't know. Instruct the student to introduce themselves to the teacher.
 - Ask students to initiate work with another student they don't know.
 - Have a new person come into the classroom.
 - When out on a field trip, observe students.
 - Have an unknown student come into the classroom and take a seat at the table.
 - Invite a guest speaker and allow students to initiate introduction.
 - Students may self report an introduction (who, when, where) made within a one week time period.
-

INTRODUCE OTHERS 3.11

Goal: To improve social-relationship skills

Objective(s): The student will be able to demonstrate the skills necessary to introduce others.

Process Steps:

1. Decide if you should make a formal or informal introduction.
2. Make the introduction two ways. (Rose, I'd like you to meet Mark. Mark, meet Rose.)
3. Say something that will help the people get a conversation started. (Social Skills Strategy Book - SSSA p.161)

Discuss

Definition: **Introducing others is when you tell two or more people each others' names.**

Rationale: **It is important to introduce others as a courtesy, and as a way of helping people feel comfortable.**

Where/When/Comments:

- Use this skill when new people join a group or when a new group is forming.
- Describe two types of introductions, formal and informal, and three steps for introducing people to each other. (SSSA, p. 161)

Set the Stage:

- Use cartoon illustrating the appropriate and inappropriate ways of introducing two people. Use for a discussion of why one way is better than the other and what happens when a person doesn't introduce someone. (SSSA, p. 162)

Model/Role-play with Feedback

- Four situations are given. Students must write (in talk bubbles) the words they would use to make the introductions. After they have been checked, use them for roleplaying. (SSSA, p. 163)
- Introduce a friend and your parent.
- Introduce a new student to a friend of yours.
- Introduce your parent to your teacher.
- Introduce your little brother to one of your friends.

Application with Feedback

- Have students ask five questions about introducing people. Students could do independently, then discuss their answers. (SSSA, p. 164)
- Give students written review questions about introducing two people to each other. (SSSA, p. 165)
- Send homework note to parents describing the skill and asking them to evaluate their child's

use of the skills through informal observation or observation of a suggested role play. (SSSA, p. 160)

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RESPECT PERSONAL SPACE 3.12

Goal: To improve social-relationship skills

Objective(s): The student will demonstrate ability to interact with others using appropriate personal boundaries.

Process Steps:

1. Think about what you want to do.
2. Decide who to approach.
3. Observe the other person's body language.
4. Think about appropriate personal boundaries.
5. Approach the person appropriately.

Discuss

Definition: **Define personal space as a comfort zone.**

Rationale: **It is important to use this skill so that people don't feel threatened and feel comfortable conversing with you.**

Where/When/Comments:

- Have students make a list of times when they would want to stand close (whispering) or at arm's length (when you are being introduced, when a stranger asks for directions). (Mayo and Walto, 1986 p. 63)
- Have students describe how they feel when someone they don't know walks right up to them and gets too close.
- Describe use of arm's length as a guideline.

Model/Role-play with Feedback

- Model the appropriate personal space for people.
- Have students walk toward the teacher. Measure and record what is a comfortable personal space for each student.
- Have students get in two lines facing each other. One person walks slowly to the other person (who is standing still). Tell the person when he/she gets too close. Then have that person take one step closer. Ask the students what happened and how they felt.

Role play situations:

- You and a good friend are walking downtown together.
- You go to the teacher to ask a question.
- You are on an elevator with X number of people.
- You are in lunch line.
- You want to ask a good friend to cover your house after school.

Application with Feedback

- Have students interview three adults. Ask them what their personal space is and how they feel when it is invaded.
 - Use a video camera to observe personal space.
 - Have a visitor come to the classroom and direct students to introduce themselves individually. Observe the use of personal space.
-

Social Skills Curriculum Guide, 1992

RECOGNIZE SOCIAL LIMITS 3.13

Goal: To improve social-relationship skills

Objective(s): The student will be able to interact and behave appropriately according to the situation.

Process Steps:

1. Stop and think (who you are with, where are you, what are the rules, etc.).
2. Think about what you want to do or say.
3. Ask yourself "What are my choices? Is it okay for me to do or say this?"
4. Act on decision.

Discuss

Definition: Teacher explains there are some behaviors which are appropriate and other behaviors which are not appropriate under certain circumstances. Considerations include language, loudness, dress and actions. (Deckert and et al, 1989 p. 113)

Rationale: You will feel more comfortable and be more accepted socially if you learn and follow the protocol of given situations.

Where/When/Comments:

- Ask students the following questions: "When or where would it be OK to _____?" "When or where would it be strange to _____?" (Deckert and et al, 1989 p. 113)
- Have the students give an example of an appropriate or inappropriate behavior they have seen recently. (Deckert and et al, 1989 p. 113)

Model/Role-play with Feedback

- Divide the class into two teams, give a situation and ask students, "Is this a good time to ____?" Teams score points for answering correctly. (Deckert and et al, 1989 p. 113)
- Show films and/or slides depicting appropriate and inappropriate social interactions. Discuss. (Deckert and et al, 1989 p. 113)
- Make posters using pictures from magazines to illustrate appropriate/inappropriate behaviors for different social situations. (Deckert and et al, 1989 p. 113)

Role-play situations:

- You answer the phone and it's your mother's boss. You answer the phone and it's your best friend.
- Someone knocks at your door. You see it's your grandmother. You see it's someone you don't recognize.
- You are grocery shopping and you see your principal. You are shopping and see your older brother.

- You see a friend and you want to get his attention. You're at a local park. You're at a local restaurant.
- You are riding on a roller coaster. You are riding on a school bus.
- You are sitting at church. You are watching a comedy movie at a theater.
- You tell your teacher a joke. You tell your best friend a joke.

Application with Feedback

- Students write in journal, noting situations where formal behavior vs. informal behavior is used. For younger students, cut out or draw pictures illustrating formal vs. informal.
 - Teacher makes worksheet, matching situations with appropriate behaviors, and/or identifying situations as formal or informal.
 - Observe students' behavior while on a variety of out-trips and community access activities. Provide feedback to students.
 - Observe students' behavior in structured (academic) and less structured situations (recess, lunch, hallway).
-

Social Skills Curriculum Guide, 1992

TOUCH APPROPRIATELY 3.14

Goal: To improve social-relationship skills

Objective(s):

1. The student will be able to distinguish between appropriate and inappropriate touching.
2. The student will utilize appropriate methods of touching.

Process Steps:

1. Stop and think.
2. Consider who and where.
3. Ask yourself "Is it okay for me to touch this person?"
4. Decide whether or not to act.

Discuss

Definition: **Touching appropriately means making physical contact with another person that is appropriate for the person, time, and setting.**

Rationale: **It is important to use this skill so that you don't offend anyone or embarrass.**

Where/When/Comments:

- Discuss the who, where and when of situations where it is appropriate to touch someone. Talk to students about what they will be learning about touching appropriately. "Touching a person the right way at the right time is one special way of showing you care. An important thing to remember is not to touch too long a time or too hard."
- You can touch a person to assist them, to get their attention, or to tell them they did a good job, (pat on the back). (Walker and et al, 1988 p. 74 Accepts)

Model/Role-play with Feedback

- Teach students how to shake hands appropriately.
- Teach students how to react to a pat on the head, an arm around the shoulder, a pat on the back, etc.

Role play situations:

- You discriminate "right" or "wrong" touching demonstrated by teacher.
- You take turns in pairs helping each other up from sitting on the floor.
- You pat one another on the back after scoring a soccer goal.
- You need to pass through a long line at McDonald's and you can't get anyone's attention.
- Your teacher is talking and you have a bathroom emergency.
- You are saying good-bye to a classmate who is moving.
- You need to warn someone there is a spider on them and they aren't listening.
- You meet the new principal and he offers his hand.

Application with Feedback

- Teach the students how to play "Blind Man's Bluff", "Duck, Duck, Goose", "Freeze Tag".
- Send home a daily sheet log and have parents and students keep a log of interactions.
- Students tell or show the right way to touch in the following situations:

- 1.) Patting a cat
- 2.) Shaking hands
- 3.) A pat on the back
- 4.) "Give me five."
- 5.) A hug
- 6.) Holding a baby (Walker and et al, 1988, p. 76 Accepts)

- Interaction Log:

Keep a log of your tactile responses with your parents, relatives and friends. Remember you should feel comfortable with your responses and those around you. The last step is to rate how you handled being touched or touching others.

EXAMPLE:

Situation	Handling	Rating
What Happened?	How did you handle the situation?	Were you true to yourself?

- Teacher prepares 5-6 situational cards calling for touching and 5-6 separate answer cards telling what you do. Give one set of cards to each student. Give a signal and have each student place a card in the table at the same time. Decide if the situation and answer cards match. (e.g., "Someone falls down/Shake hands" do not match, "Someone falls down/Help them up" do match). (Walker and et al, 1988 p. 76 Accepts)

BEGIN A CONVERSATION 3.15

Goal: To improve social-relationship skills

Objective(s): The student will demonstrate the necessary skills to appropriately begin a conversation.

Process Steps:

1. Choose whom you want to talk with.
2. Decide what you want to say.
3. Choose a good time and place.
4. Start talking in a friendly way. (Goldstein, 1988 p. 165)

Discuss

Definition: **Beginning a conversation means starting a verbal interaction with someone.**

Rationale: **Reasons or rationales for conversing: to make friends, to express feelings, ideas, etc., to give and get information. Discuss reasons for beginning conversation.**

Where/When/Comments:

- Teacher explains to the students how to start a conversation with someone they know and someone they just met. (Deckert and et al, 1989 p. 71)
- Situations: Start a conversation after class, on the phone, when you have something to share or learn, or anytime you have a need or want to talk with someone.
- Discuss the importance of a greeting and introduction when making a phone call.
- Discuss the difference between friends and others, or adults (it's more formal).
- Make a list of topics to talk about with people the students know and people they don't know.

Model/Role-play with Feedback

- Interview in pairs to get comfortable communicating. (Special School District, 1989 p. 114)
- Interview questions. (Special School District, 1989 p. 119)
- Students sit in a circle and take turns making a comment or asking a question about specific topics (Six Flags, food, etc.). (Special School District, p. 114)
- Show video: positive and negative examples. (Walker and et al, 1988 p. 44-47 Accepts)
- Students pretend they don't know each other. When the teacher says "Start", students are to find someone to talk to.
- Students can think of a starting sentence to get a conversation going when the teacher tells the student what to talk about.
- Video tape students role playing as they start conversations in different settings.
- Play the telephoning game from "Let's Talk".
- Video tape students role playing a "Talk Show" where they interview guests and evaluate their performance. (Deckert and et al, 1989 p. 71)

Role play situations:

- You start a conversation with the secretary in the school office.
- You discuss your allowance and/or privileges with parent.
- You suggest weekend plans to a friend about what to do on Saturday.
- You tell a classmate about a project you did.
- You tell your parents about your day at school.
- You tell a friend what you did during the weekend.
- You get on the bus and talk to the person already seated.
- You are watching your friend open presents at a birthday party.

Application with Feedback

- Have students begin a conversation with someone they don't know on the bus ride home or during lunch.
- Use a telephone to rate student's ability to begin conversation.
- Give each student the following questionnaire:

1. Find someone with a brother.
2. Find someone with a dog.
3. Find someone with a white house.
4. Find someone with a small car.
5. Find someone whose favorite class is Math.

Report to class the following day. (Walker and et al, 1988 p. 48 Accepts)

- Rearrange the seating chart and start class later than normal. Observe if any students start conversations with their new neighbor.
- Have students report back on beginning conversations at home (in a store, with a neighbor, to inquire about a job).

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MAINTAIN A CONVERSATION 3.16

Goal: To improve social-relationship skills

Objective(s): The student will be able to sustain a conversation with peers and adults.

Process Steps:

1. Decide if maintaining a conversation is appropriate (time and place, other person's non-verbal communication; i.e., do they want to continue).
2. Think about topics to maintain a conversation.
3. Listen and ask questions of the other person.
4. Be aware of time and the other person's body language.
5. Decide whether to continue or end conversation.

Discuss

Definition: **Maintaining a conversation is what we do when we want to continue to interact with a person or group. Silence can be part of a continuing conversation.**

Rationale: **Maintain a conversation to make friends, to express feelings, ideas, etc. and to give and get information, to share ideas.**

Where/When/Comments:

- Discuss how a listener may feel when the speaker switches topics without warning.
- Teacher explains that after a person starts a conversation, the listener has to continue it. In order to do this, the listener must be able to make a relevant comment or ask a relevant question. (Deckert and et al, 1989, p. 78)
- Situations: Continue a conversation when it is enjoyable or necessary to do so.
- Discuss what would happen if every one talking was using a different topic. (Mayo and Walto, 1986, p. 48)
- Ask students how they feel when they want to start and maintain a conversation with someone, but the person only answers with one word and doesn't expand.

Model/Role-play with Feedback

- Students brainstorm questions to ask on a variety of topics.
- Students brainstorm comments that will continue a conversation on a particular topic.
- Students sit in a small group and take turns making statements that will continue the conversation.
- Video tape students having conversations. Evaluate performance using rating sheets.
- Teacher models with a student certain phrases that will keep a conversation going.
- Video: positive and negative examples of continuing conversation, (Walker and et al, 1988, p. 61 Accepts) answering, (Walker and et al, 1988 p. 51-52 Accepts) making sense, (Walker and et al, 1988 p. 54 Accepts) taking turns, (Walker and et al, 1988 p. 57 Accepts).

Role Play Situations:

- You talk with the coach about afternoon practice.
- You talk with your brother or sister about school.
- You discuss vacation plans with a friend.
- You talk about your favorite subject with the counselor.
- You talk about toys in a toy store with the clerk.
- You talk about plans for the weekend with your parents.
- You ask the President about current events.
- You talk about having a party at the end of the week.
- You talk about a favorite rock group coming to the area.
- You talk about the last football game.
- You talk with friends about a new movie.
- You are having a conversation about the use of drugs.
- You were talking to a friend on the telephone and were put on "hold."

Application with Feedback

- Conduct "written conversations." Working in pairs, students converse in writing by passing the paper back and forth.
 - Tell a group story orally where students add to each others' storyline in a designated order, using same topic and rules of conversation.
 - Play "20 Questions" to practice asking questions. (Walker and et al, 1988, p. 55 Accepts)
 - Have the students brainstorm and make a list of several topics that they would like to talk about. Use these topics for a game. Have the students each pick one topic and talk for about 30 seconds. (Mayo and Walto, 1986, p. 448)
 - Students watch pre-recorded video selection from television. Teacher turns off sound in the middle of a conversation, and students must finish dialogue of actors.
 - Set up situation where a student or teacher approaches a student and observes if the student can maintain the conversation.
 - Talk to a new student or classroom visitor.
-

END A CONVERSATION 3.17

Goal: To improve social-relationship skills

Objective(s): The student will demonstrate the necessary skills to end a conversation.

Process Steps:

1. Decide if you need to finish the conversation.
2. Decide the reason you need to end the conversation.
3. Decide what to say.
4. Wait until the other person stops talking.
5. Say it in a friendly way. (Goldstein, 1988 p. 166)

Discuss

Definition: **Ending a conversation means to stop talking with a person or group and to move on to something else.**

Rationale: **Discuss the importance of why a conversation needs to be ended (so as not to leave the other person "hanging", to provide closure, complete a thought).**

Where/When/Comments:

- Teacher explains how to end a conversation and discusses situations when a conversation should stop.
- End a conversation when you have run out of time or interest in the subject by putting an ending or closure to it.
- Situations: You might need to end a conversation because it is time for dinner, you'd rather go play baseball.
- Describe specific, polite ways to end a conversation. Make a list.

Set the Stage:

- Show a brief cut of a movie commercial cutting it off in mid sentence. Discuss with students how they feel when something just ends without completion.

Model/Role-play with Feedback

- Video tape role playing activities and evaluate performance.

Role play situations:

- Your recess or free time in the classroom is over.
- You are talking to a friend, and your parents are waiting for you.
- Your mother tells you to come inside or stop talking on the telephone.
- You're at a party talking to someone and your best friend walks in the door.
- You're at your locker talking to a friend and you have less than a minute to get to class.
- Your aunt is talking with you at a picnic. You want to play softball with everyone else.

Application with Feedback

- Practice getting off the phone with a friend.
 - Try using some statements you and your classmates thought of to end your conversations.
 - Give the students a five minute break during class. Call class to begin immediately. Discuss how students ended their conversations.
 - Independently, students make a list of things to say to end a conversation.
 - Make a list of the conditions when a conversation should end. (Deckert and et al, 1989, p. 83)
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JOIN IN 3.18

Goal: To improve social-relationship skills

Objective(s): The student will demonstrate appropriate skills to join in.

Process Steps:

1. Decide if you want to join in.
2. Decide what to say.
3. Choose a good time.
4. Say it in a friendly way. (Goldstein, 1988 p. 167)

Discuss

Definition: **Joining in means becoming part of a group or activity.**

Rationale: **When you want to join your friends or a group activity, there is an appropriate way to do so. Ignoring your desire to do so causes feelings of exclusion.**

Where/When/comments:

- Describe situations in which one might want to join in. Students add to the list, describe skill steps.
- Discuss options if your request is refused.

Model/Role-play with Feedback

Role play situations:

- You ask to join a group game at recess.
- You ask to join a game with parents or brothers and sisters.
- You ask to join an activity at a club or in the neighborhood.
- You sign up for a sports team.
- A group of friends is talking in the hall. Demonstrate how you "join in."
- You have gone to the shopping mall and you see a group of people you know. They are talking in the food area; you are interested in joining them. (Walker and et al, 1988 p. 36 Access)
- You have gone to a teen sports club meeting in your town. A group that has the same sports interest as yours is meeting in a specific room; you don't know anyone in the group. (Walker and et al, 1988 p. 36-39 Access)
- You have gone to a dance. Several people whom you know slightly are talking near the refreshment area; you would like to join them. (Walker and et al, 1988 p. 36 Access)
- It is noon break at school and a group of students have gathered to talk and eat sack lunches on the school grounds. You also have a sack lunch, but have no one to eat with, and would like to join the group. (Walker and et al, 1988 p. 36 Access)
- Some students are gathered in the hall between classes and you want to join them. (Walker and et al, 1988 p. 36 Access)

Application with Feedback

- Cooperative activity in which students name situations in they want to join in and those which they should join in, distinguishing the difference between joining in and "butting" in, and decide what to do when they want to join in. Rules for cooperative activity are given. (Gajewski and Mayo, 1989 p. 90)
 - Quiz. (Gajewski and Mayo 1989 p. 94-95)
 - Set up groups in classroom. Purposefully leave some students out. Have them try to join in.
 - Seek feedback from cafeteria and playground supervisors about student performance of this skill.
 - Encourage each student to set a personal goal of joining one extracurricular activity.
-

Social Skills Curriculum Guide, 1992

INTERRUPT APPROPRIATELY 3.19

Goal: To improve social-relationship skills

Objective: The student will demonstrate interrupting appropriately.

Process Steps:

1. Think about what you need to say.
2. Decide if the message is important or whether it can wait.
3. Decide how to get the person's attention.
 - a) raise hand
 - b) say "Excuse me" and/or the person's name
 - c) touch the person
 - d) stand by the person
4. Wait for acknowledgement (verbal or nonverbal).
5. Say what you have to say.

Discuss

Definition: **Interrupting is to break in and talk while another is speaking. There are appropriate times and ways to do this.**

Rationale: **You interrupt for the following reasons:**

- 1. Information**
- 2. Clarification**
- 3. Permission**
- 4. Join conversation or activity**
- 5. Ask for help**

Where/When/Comments:

- Discuss appropriate ways of gaining attention.
- Discuss how emergencies should be handled differently.
- Discuss results of inappropriate interruptions.

Set the Stage:

- Arrange for another individual to interrupt class activities. Teacher interrupts group activity to begin lesson.

Model/Role-play with Feedback

- Teacher models appropriate ways of interrupting others.
- Videotape role-playing activities and evaluate performance using rating sheet. (Deckert and et al, 1989 p. 94)

- If a child needs help interrupting, the teacher can give eye contact at the appropriate time. If this is not enough, she can use scaffolding strategies to assist the child such as prompts, questions, adding new information, or using gestures or pantomime. For children who are able to generalize situations, puppetry could be used as a way to model the process.

Role play situations:

- You have to ask a question about the homework assignment. The teacher is talking with another teacher.
- Your mom is on the phone. You have to tell her you're leaving and when you'll be back.
- You're at a dance. Your boyfriend/girlfriend is talking to a friend. You want to dance to the song playing.
- Teacher has two students talking, teacher interrupts students using the process steps.
- You interrupt teacher during small group lesson for help, to use bathroom, or for direction.
- You have to deliver a message to a teacher who is giving a lecture.
- Your parents are talking and you ask to go to a friend's house.
- You approach your gym teacher to request equipment.
- Your parents are conversing, and you want to ask permission to go to a concert.
- You want to use the phone; your brother or sister is using it.
- You need to ask for a ride home from ballgame.
- You interrupt two clerks in a store to ask for help.
- The daily announcements are being read over the intercom. The class is pretty noisy and you didn't hear where you are supposed to order your class ring, but the announcements aren't over yet. (Walker and et al, 1988 p.71 Access)
- The buses are on a special holiday schedule. The clerk at the convenience store has a schedule, but there is a long line of customers he is waiting on. You are in a hurry. (Walker and et al, 1988 p. 71 Access)
- You are in a hurry and you want to buy the shirt you have picked out. The sales clerk is talking to another adult. (Walker and et al, 1988 p. 71 Access)
- You see a woman for whom you work mowing lawns talking to several people in the mall. You want to remind her that her lawn may need mowing this week. (Walker and et al, 1988 p. 71 Access)
- You need permission to use your dad's woodworking tools for a project you're real excited about getting completed. Your dad is busy working on an important project he needs to get finished for work tomorrow. (Walker and et al, 1988 p.71 Access).
- Your social studies class just watched a film about local government and is preparing to take a quiz on it. You didn't understand some of the terms. (Walker and et al, 1988 p. 71 Access)

Application with Feedback

- Set up situations where you give a confusing assignment and then you turn to talk to someone. Observe to see how students interrupt.
- Monitor daily interruptions students make.
- Class members use checklists to evaluate steps displayed.
- Students write or dictate scripts.
- Student carries checklist around and staff initials it when the student interrupts appropriately.
- Arrange for student to take a message to another classroom, office, or teacher. Observe to check if student follows process steps, or check with recipient of message for feedback.

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APOLOGIZE 3.20

Goal: To improve social-relationship skills

Objective(s): The student will be able to give an apology in a sincere manner.

Process Steps:

1. Decide if it would be best for you to apologize for something you did.
2. Think of the different ways you could apologize.
3. Choose the best time and place to apologize.
4. Make your apology and be sincere. (Goldstein and et al, 1980 p. 98)

Discuss

Definition: An apology means telling another through words or actions that we regret what we have said or done. An apology implies that it won't happen again.

Rationale: We sometimes do things for which we are later sorry. Apologizing lets others know we are sorry and may make us feel better. Emphasize sincerity.

Where/When/Comments:

- The appropriate response to an apology is "Thank you."
- Discuss timing - it should be done soon after the problem occurs, perhaps privately, and at a time that will not be disruptive. (McGinnis and Goldstein, 1980 p. 134)
- Discuss that an apology might include an offer to make up for what has happened. (Goldstein and et al, 1980 p. 98)
- Stress use of appropriate body language to communicate sincerity of effort.
- Discuss ways of apologizing, (i.e. verbal or in writing). Elicit from students examples of times they could have apologized for something or did apologize for something.
- Have students break into small groups and brainstorm various ways to apologize, including how apologies might be different to authority figures than to friends.
- Give students a list of incidents and have them write ways restitution could be made.

Model/Role play with Feedback

- Have students watch videotape of role play performances and offer feedback.
- Have students select one incident and write a script demonstrating use of skill steps. Students can then use same in presentation to class.
- Some students may require simplification of steps and direct instruction on verbal steps such as, "I'm sorry for (reason) , (person's name) ."

Role play situations:

- Apologize for the following incidents:
 - You break a neighbor's window.

- You called a younger sibling names.
- You told something a friend told you as a secret. (Goldstein and et al, 1980 p. 98)
- You are late to class.
- You said something cruel when you were angry.
- You changed plans with a friend because you have to babysit for a younger sibling.
- You ruined your sister's sweater.
- You ran over a neighbor's tomato plants while riding your bike.
- You bumped into someone in the cafeteria and caused them to drop their tray.
- You don't have your homework ready to turn in.
- You borrow a pen from a classmate, then lose it.
- You spill paint on the floor.
- You laugh at someone who gets in trouble with the teacher.
- You won't let a classmate join a game at recess.
- You come home after curfew.
- Your boss tells you you've made errors in giving change.
- You lose your name tag for your job.

Application with Feedback

- Older students can self-record use of skill on chart both at home and in school setting asking person they apologized to initial same.
- Teacher should monitor use of skill in class on checklists, providing verbal and/or tangible reinforcers.
- Principal and regular classroom teachers can be provided checklists to complete with teacher offering incentive to student such as lessening of homework, extra free time, etc. when set number of reports are received.

ACCEPT COMPLIMENTS 3.21

Goal: To improve social-relationship skills

Objective(s): The student will accept positive comments about oneself or about one's accomplishments.

Process Steps:

1. Decide if someone has given you a compliment.
2. Say thank you.
3. Say something else if you want to. (McGinnis and Goldstein, 1980 p. 131)

Discuss

Definition: **To accept a compliment means to acknowledge their admiring remark by saying, "Thank you."**

Rationale: **Discuss reasons why you accept compliments. It is polite and appropriate.**

Where/When/Comments:

- Discuss feelings experienced when given compliment (proud, embarrassed, disbelieving, etc.). Reinforce listening to the person giving compliments.

- Ensure students have prerequisite skill of saying thank you. Discuss how others feel if the compliment they give is not accepted appropriately. (McGinnis and Goldstein, 1980, p. 131)

Situations:

- Elicit from students examples of times they were given a compliment.
- Discuss the need to give yourself compliments when you have achieved a goal.

Model/Role Play with Feedback

- Use skillbooks, workbooks or comic books. (No.3, Unit "Accepting Compliment").
- Students make awards/certificates to recognize those who give them compliments.
- Blow up a balloon, write name of the person who gave you a compliment and why you appreciate it. Post or give to the person. (Special School District, 1989 p. 145)
- Pick one student and have other students write a compliment about that person on an index card. Have student practice accepting compliments.
- Each student writes name on sheet of paper and gives self compliment. Pass paper to each student who adds an additional positive comment. Return papers and student reads aloud. (Deckert and et al, 1989 p. 125)
- Students read ten compliments and their responses and decide if the compliments were accepted appropriately or not.

Role play situations:

- Your teacher compliments you on good work.
- Your parent compliments you finishing your chores.
- Your friend compliments you on how you look.
- Your boss compliments you for always being on time.
- Your parents compliment you for doing a good job washing the dishes.
- You are complimented by someone on your haircut.
- Your friend compliments your mom on being pretty.
- You are complimented on making the basketball team.
- You are complimented on your new toy.
- Your neighbor compliments your dog while you are walking him.
- Your teammates compliment your home run.
- Your coach compliments your fielding attempts.
- Your friend compliments your new shoes.
- Your parents compliment you on how well you've cut the grass.
- Your boss tells you that you did well after your first day on the job.
- Your teacher compliments you on a kindness you have shown a classmate.

Application with Feedback

- Teacher assigns model student to give surprise compliments to all other students throughout the day. Student reports back on other students' performance. (Special School District, 1980 p. 148)
 - One student is notified daily he will be evaluated by others. Each student is to give the assigned student one compliment and provide feedback to teacher (either oral or checklist).
 - Other teachers are asked to compliment students and provide feedback to teacher.
 - Send a note to parents describing the skill and asking them to evaluate their child using an informal observation or a suggested role play.
-

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GIVE COMPLIMENTS 3.22

Goal: To improve social-relationship skills

Objective(s): The student will be able to make comments that acknowledge positive aspects about a person or their accomplishments.

Process Steps:

1. Decide what you want to tell the other person.
2. Decide how you want to say it.
3. Choose a good time and place.
4. Give the compliment in a friendly way. (McGinnis and Goldstein, p. 130)

Discuss

Definition: **A compliment is saying something nice to someone sincerely.**

Rationale: **It feels good, it makes people happy.**

Where/When/Comments:

- Discuss kinds of things to compliment: appearance, behavior, an achievement.
- Discuss timing: when others aren't busy, when a lot of others aren't around.
- Put emphasis on sincerity in body language and wording to avoid embarrassing yourself or other person. ((McGinnis and Goldstein, 1980, p. 130)
- Discuss how it feels to both give and receive compliments. Discuss that some people have trouble accepting compliments about themselves and might react defensively.
- Elicit from students times they could have given others compliments.

Set the Stage:

- Video: positive examples (Walker and et al, 1988 p. 83) positive and negative examples. (Hazel and et al, 1980, p. 72-73)

Model/Role-play with Feedback

- Students read from prepared script. (Mayo and Walto, 1986, p. 93-97)
- "Student of the Week" posters - Have students vote for a student of the week. Students practice giving compliments to that person and teacher writes the compliment on the poster.
- Videotape students giving and receiving compliments.
- Do a class exercise in giving self-compliments by having the students write their names vertically on a piece of paper and writing a compliment word for each letter of their name.
- Students brainstorm a list of words to be used for complimenting physical characteristics, qualities, and accomplishments.
- Pair off students. Have each student compliment the other.
- Pick one student and have the other students write a compliment about that person on an index card. (Deckert and et al, 1989 p. 125)

Role play situations:

- You compliment your neighbor's new motorcycle.

- You compliment a parent on a good dinner.
- You compliment a friend for making the football team.
- You compliment a friend's new shirt.
- You compliment a co-worker on finishing clean-up quickly.
- You compliment a teammate on playing well.
- You compliment a boy you like who dances well.
- You compliment a sibling on way he arranged his room.
- You compliment a classmate on his art project.
- You compliment a classmate who completes a difficult math problem on the board.
- You compliment your teacher on a new outfit.
- You compliment a friend who has new shoes.
- You compliment a friend who shows you his new C.D. player, new bike, or new jewelry.
- You compliment your mom when she gets all dressed up to go out.
- You compliment your brother's new jeans.
- You compliment a friend on getting a starring role in a play. (Walker and et al, 1988 p. 46-49)
- You compliment a classmate for help in obtaining homework assignments. (Walker and et al, 1988 p. 46-49)

Application with Feedback

- Students are assigned as "complimentors." Other students who receive compliments from them report to teacher (either individually or in group at the end of the day.) If compliment was given correctly, student can add marble to jar which when full, earns a treat for the classroom.
- Student completes behavior contract, listing person they will compliment and possible reason, then reporting back or having the contract signed by the person.

Social Skills Curriculum Guide, 1992

ASK FOR HELP 3.23

Goal: To improve social-relationship skills

Objective(s):

1. The student will be able to let others know about difficulties and ask for assistance.
2. The students will wait for adult help without complaining.

Process Steps:

1. Ask yourself "Can I do this alone?"
2. If not, raise your hand.
3. Wait. Say to yourself "I know I can wait without talking."
4. Ask for help in a friendly way. (McGinnis and Goldstein, 1980, p. 111)

Discuss

Definition: Asking for help means asking someone to tell you how to do something or how to solve a problem.

Rationale: You ask for help when you have given your best effort and are unable to continue.

Where/When/Comments:

- Discuss that asking for help when truly needed will help avoid mistakes, save time, will help in learning new things, and can greatly help in problem solving. Stress students should attempt to solve problems alone first, as unnecessary asking can make others upset with you or make you look incompetent.
- Discuss that students should ask only those who are capable and willing to help. Generate lists of possible helpers for various problems, differentiating who would be appropriate in each particular case. (Special School District, 1989 p. 33)
- Elicit from students examples of situations where they had to request help.
- When someone looks like he or she needs help, a nice thing to do is to go over and ask if you can help. Helping someone shows you care about that person. (Walker and et al, 1988, p. 72)
- Situations when to ask for help - when you are not sure of the right way to do something, when you cannot solve a problem alone. Students describe situations when someone needs help and list all the possible helpers for each. (i.e. locker won't open at school; a flat tire on the highway; can't do homework while at home) Students choose the "best" helper.

Set the stage:

- Read or tell the story of "The Boy Who Cried Wolf." Discuss how the story applies to real life situations. List consequences of asking for help when you don't need it makes others angry, wastes your time or someone else's time, makes you look incompetent, (person may not help you when you really need it).

Model/Role-play with Feedback

- Students read from prepared scripts or break into small groups to write scripts to use in role-play presentation. (Mayo and Walto, 1986 p. 118-122)
- Teacher models the step of trying to do the task alone, spending too much time before asking for help. Students must decide when appropriate time was taken and when too much time was taken. (Special School District, 1989 p. 37-38)
- Teacher models examples of situations when the first helper cannot help, or when the method to get his attention is not working. Students are given similar situations to role play. (Special School District, 1989 p. 37-38)
- Discuss/review techniques to help students wait quietly for help. Students model techniques and role play situations when they must wait. (Special School District, 1989 p. 37-38)
- Video positive and negative examples of offering help. (Walker and et al, 1988, p. 72)

Role play situations:

- You don't understand what to do on school assignment.
- You can't find your baseball glove.
- You want your friend to teach you a new dance.
- You ask parent for help with a person who bothers you with constant phone calls.
- You ask a friend for advice about who to ask to a school dance.
- You can't find a pencil.
- You've forgotten your lunch money.
- You can't find a library book.
- You are having trouble finishing decorations for a party.
- You can't spell a word during a writing task.
- You need help in middle of an assignment.
- You can't find an item at the store.
- You need to know cost of an item.
- You need catsup at a restaurant.
- You can't find the restroom in a store.
- You are scheduled to work on a day you can't.
- You're asked to make punch and you don't know how.
- You get separated from your parents on an outing.
- You need help in order to move a bookcase.
- Your car runs out of gas.
- You're not sure which bus to take.
- You can't find your jacket at the end of the day.

Application with Feedback

- Students make signal card to put on desk when they need assistance from teacher and want to receive feedback on skill steps.
- Give student assignment without directions.
- Give student a difficult assignment.
- Give student a task without appropriate materials to do it.
- When passing out worksheets or materials to entire class, "accidentally" omit a student.
- Tell student to set up chairs for movie, suggest getting help if needed.

- Ask student to turn on AV equipment that does not work.
 - Tell the student to find and item or place independently.
- (Special School District, 1989 p. 38)
-

Social Skills Curriculum Guide, 1992

OFFER HELP 3.24

Goal: To improve social relationship skills

Objective(s): The student will be able to offer assistance to someone who is in need. (Mayo and Walto, 1986 p. 113)

Process Steps:

1. Decide if the person may need and/or want your help.
2. Think of what you may do to help.
3. Decide how to ask if you may help.
4. Ask yourself "Is this a good time to offer help?"
5. Ask the person in a friendly way if you may help.
6. Help the person. (McGinnis and Goldstein, 1980 p. 129)

Discuss

Definition: **Offering help is when you offer to assist someone who is in need.**

Rationale: **Discuss why helping is important (it makes us feel good, it's easier to get things done if people work together, friends will be more willing to help us). (Killoran and et al, 1989 p. 24)**

Where/When/Comments:

- Discuss ways of determining if another needs help (how they look, what they are saying and/or doing).
- Stress that a person should make sure time is right, (i.e. they are not supposed to be doing something else). (McGinnis and Goldstein, 1980 p. 129)
- Stress not feeling hurt if the person refuses their offer to help. State that offering to help should not be used as gaining attention or trying to avoid a non-preferred task. (McGinnis and Goldstein, 1980 p. 117)
- Elicit examples of times students could offer more help to others. Differentiate between helping and taking over.

Model/Role-play with Feedback

- Video: positive and negative examples of offering help. (Walker and et al, 1988 p. 72 Accepts)
- Students read from prepared scripts or break into groups to write scripts. (Mayo and Walto, 1986 p. 113-117)
- Students brainstorm situations when they could offer help to adults and classmates.
- Students can be given homework assignments to watch for examples of people offering to help others on favorite television shows.

Role play situations:

- Your classmate drops her backpack and her books fall out.
- Your friend needs help carrying his lunch tray because his arm is in a cast.
- Your teacher is distributing papers.
- Your mom or dad is fixing dinner.

- You help someone put on his coat.
- A younger child is on a swing but can't get it started.
- Your younger brother is having trouble tying shoes.
- A lady in parking lot struggles with a large bag of groceries and her car keys.
- You've finished your work and you hear a classmate request help on his work.
- You see a little girl wandering around department store alone and crying.
- You see a neighbor fall off his bike and cut his knee.
- A person next to you can't get the computer running.
- You offer to help your parent carry in the groceries.
- Your classmate can't find his pencil.
- Your younger sibling is struggling to carry out the trash.
- Your classmate drops a box of Legos.
- Your teacher says her plants are wilting.
- Your parent can't find his/her car keys.
- Your friend seems angry about something. (Walker and et al, 1988 p. 44-46 Access)
- You're driving around with friends and the person next to you spills hot chocolate all over the car seat. (Walker and et al, 1988 p. 44-46 Access)
- You're studying history with a friend and he/she seems to be having trouble with the assignment. (Walker and et al, 1988 p. 44-46 Access)
- Your friend looks sad when you meet him/her after school. (Walker and et al, 1988 p. 44-46 Access)

Application with Feedback

- Students complete behavior contract stating one way they will offer help at home, when and to whom (i.e. set table, take out trash, etc.).
- Student completes self-report initialed by parent or has parent complete checklist.

ASK A FAVOR 3.25

Goal: To improve social-relationship skills

Objective(s):

1. The student will make polite requests to gain attention and assistance of others.
2. The student will be able to accept refusal of another person to grant favor.

Process Steps:

1. Decide if you want or need to ask a favor.
2. Plan what you want to say.
3. Ask a favor in a friendly way.
4. Remember to thank the person. (McGinnis and Goldstein, 1980 p. 128)

Discuss

Definition: **Asking for a favor is asking someone to do something for you.**

Rationale: **It is important to use this skill correctly so others will be willing to do as you request.**

Where/When/Comments:

- Discuss that giving a reason along with request may increase chances that person will help. (McGinnis and Goldstein, 1980 p.129)
- Students generate examples of when they have asked for a favor of someone.

Model/Role-play with Feedback

- Play game such as "Mother May I" or "Go Fish".
- Have students break into groups of 2 or 3 to practice independent role play and/or to write scripts showing use of skill steps. Scripts can be passed to different groups or class can vote on most creative, most humorous, most life-like, etc.
- Some students may require additional training in the skill of saying "Thank you". • Student can watch videotape of self and others and provide evaluative feedback.

Role play situations:

- The television is too loud for you to do your homework.
- Your friend is going to a movie and you'd like to go along.
- You would like to borrow something from a friend.
- You would like to join a group and someone must move over for you.
- You drop a box of markers and you ask a classmate to help you pick them up.
- You can't find your homework in the morning.
- You want to borrow your parent's car.
- You want to borrow your sister's jacket.

- You want a friend to introduce you to one of her friends.
- You want to switch work schedules so you can go to a ballgame.
- You have a date and you want to borrow money from a parent or sibling.
- The zipper on your coat is stuck.
- You are behind on your report and want to ask your teacher for time extension.
- You ask a sibling to do the dishes for you so you can go to a movie with a friend.
- It's raining and you need to ask your parent to drive you to a friend's house.
- You ask a sibling or classmate to borrow his/her ball glove.
- You want to use the phone but a sibling is already using it.

Application with Feedback

- Student can be sent to another teacher to request to borrow an item. Teacher provides feedback via checklist.
 - Checklist sent home to be completed for 1 week by parents or self-report by student
-

Social Skills Curriculum Guide, 1992

RESPOND APPROPRIATELY TO SITUATIONS 3.26

Goal: To improve social-relationship skills

Objective(s): The student will respond appropriately to situations.

Process Steps:

1. Stop and observe the situation.
2. Ask yourself "What is happening?"
3. Think about your choices.
 - a.) Should I join in?
 - b.) Should I ignore/walk away?
 - c.) Should I get help?
 - d.) Should I do something else?
4. Make a decision (consider the effect on others).
5. Act on decision.

Discuss

Definition: Responding appropriately to situations is choosing appropriate behaviors and responses to different situations.

Rationale: Students generate a list of why it's important to respond appropriately to situations and what would happen if you do not respond appropriately.

Where/When/Comments:

- Discuss when it would be appropriate to walk away, join in, or get help.
- Tell students they will be learning about using humor appropriately.
- Illustrate how humor can sometimes hurt people's feelings and that different people respond differently to the same comment.
- Students distinguish between "safe" and "unsafe" humor. (Gajewski and Mayo, 1989 p. 247-248) Watch soap operas/situation comedies and discuss appropriateness of response.

Model/Role-play with Feedback

- Scripted role-play of student using humor appropriately. (Gajewski and Mayo, 1989 p. 246)
- Describe one form of inappropriate humor - attention seeking.
- Students make a list of situations when humor would not be appropriate. Use for a role play.
- Role-playing situations used to demonstrate being able to laugh at yourself.
- Discuss what you do when you don't understand a joke or situation others find funny. (Gajewski and Mayo, 1989 p. 249-252)

Role play situations:

- You are with peers who want to go into a vacant house.
- You witness car accident.
- You see others teasing friend at recess.

- You smell smoke while family is sleeping.
- Your class has substitute teacher; others are goofing around.
- You are at a ballgame; everyone else stands up to cheer.
- You are at the class picnic; a game of softball gets started.
- Quiz. (Gajewski and Mayo, 1989 p. 253-254)
- Students write about four situations, one where they made each response:

1. join in
2. ignore/walk away
3. get help
4. joke about it

Application with Feedback

- Homework note to parents that describes skill. Asks parents to evaluate their child's ability to use humor appropriately through a role-play (example provided) or observation of their child performing the skill. (Gajewski and Mayo, 1989 p. 245)
 - Home work note: Over one-week period, parent and student note situations where any of the four responses were used appropriately by student.
-

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Goal: To improve classroom skills

Objective(s): The student will learn to use adults as resources.

Process Steps:

1. Decide what information you need.
2. Decide how you can ask an adult to get information or help.
3. Ask the appropriate adult.

Discuss

Definition: Using adults as resources means going to an adult to ask for help or to seek information.

Rationale: You use an adult for a resource when you are unable to solve a problem by yourself.

Where/When/Comments

- Use adults as a resource in a situation where you are unable to complete an activity by yourself or by using other resources such as reference materials. In emergency situations you should probably immediately seek the assistance of an adult.
- Stress that other options should sometimes be considered before immediately going to adult, i.e., encourage independent problem solving.
- Generate examples of when and where to use skill adults as resources.

Model/Role-play with Feedback

Role-play situations:

- You ask questions about a job.
- You ask the librarian how to locate a certain book.
- You are having trouble with you computer at school. Get help from the teacher.
- You gather information on where to shop for a particular item.
- You find out what kinds of places your date likes to go.
- You ask your teacher for a special privilege.
- You ask your parents if you may go to a friend's house.
- You ask your parents if you may participate in a school activity.
- You ask the teacher about something you don't understand.
- You ask your mom and dad about their work.
- You ask an adult how to play an unfamiliar card game.
- Students telephone pizza places or bowling alleys (etc.) to inquire about prices, etc. Compare and order the product.
- Interview adults about careers, tapping into school staff, community, and parents.
- Have students make lists of emergency phone numbers.
- Have students gather information on various "Homework Hotlines."
- Have students make appointments with other teachers to attempt problem solving.

- Give research project requiring use of library.
- Have student call Bi-State to get information on bus schedule.

Application with Feedback

- Send student to another teacher's class to get information. Teacher rates student's performance.
 - Give students an assignment with information missing. Rate them on how well they seek the information.
 - Chart and give students extra credit points for asking questions appropriately. Ask other teachers to do this also.
 - Have students choose an adult with whom they will demonstrate this skill. Have the adult rate students on their performance.
-

Social Skills Curriculum Guide, 1992

BRING MATERIALS TO CLASS 4.2

Goal: To improve classroom skills

Objective(s): The student will bring necessary materials to class.

Process Steps:

1. Ask yourself "What materials do I need for this class?"
2. Gather the materials together.
3. Ask yourself "Do I have everything I need?"
4. Re-check your materials and pack them up.(McGinnis and Goldstein, 1980 p. 113)

Discuss

Definition: **Bringing materials to class means arriving at class with everything that will be required to complete assignments and meet teacher expectations.**

Rationale: **It is necessary for you to have needed materials in order to successfully complete assignments with minimal disruption.**

Where/When/Comments:

- Students need to have materials both at the start of the school day and at the beginning of each class.
- Students may need to use this skill outside of school, for example in work settings, and recreational activities.
- Discuss self-help strategies such as back packs, lists, schedules, charts, etc.
- Discuss items that shouldn't be brought to school (i.e. toys, radios, etc.).
- Students generate examples of why, when, and where to use skill.

Model/Role-play with Feedback

- Students brainstorm things they would need to bring for an a typical school day (i.e. field day, bake sale, etc.).
- For two weeks, each student self-records success in coming prepared to class.
- Prior to leaving for integrations, have student review process steps. Upon return, check to see if student took all necessary materials to class.

Role-play situations:

- You are going to a special area (i.e. art, music, P.E.) or attending class in another room
- You are attending a special activity (i.e. Scouts, overnight with friend, etc.).

Application with Feedback

- Initially, some students may need a written list of necessary materials.
- Inform students that spot checks for materials will be made.
- Keep a chart of how often students come prepared; provide rewards when students come

prepared X number of times.

- Ask other teachers to do the same thing.

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FOLLOW INSTRUCTIONS 4.3

Goal: To improve classroom skills

Objective(s):

1. The student will follow verbal and written directions.
2. The student will begin a task promptly when directed.
3. The student will follow assignments with one or two directions.
4. The student will follow instructions. (Special School District, 1989 p 66)

Process Steps:

1. Listen carefully to the instructions.
2. Ask questions about anything you don't understand.
3. Repeat the instructions to the person (or to yourself).
4. Follow the instructions. (Goldstein, 1988 p. 155)

Discuss

Definition: Following instructions means listening to directions/instructions and correctly carrying them out.

Rationale: It is important to follow directions so you know what to do, you show you can be trusted, and you complete the task correctly.

- **Students generate examples of why, when and how to follow directions from authority figures.**
- **Students generate list of people who may also assume the role of an authority figure.**
- **Students generate examples of when it is and is not appropriate to follow directions from authority figures.**
- **Give students a set of written directions in which the first direction is "Read all steps first" and the last is "Do not do any of these but choose a free time activity instead."**

Discuss the importance of following all instructions.

- **Remind students that they should think about what is being said.**

Where/When/Comments:

- Instructions must be followed when given by authority figures, or persons who assume the role of an authority figure, such as baby sitter, substitute teacher, etc.
- Discuss situations of examples when it is not appropriate to follow instructions, such as a stranger on the street.

Model/Role-play with Feedback

Role-play situations:

- Your teacher explains an assignment: You are not sure what to do.
- Your mom or dad gives you instructions.

- Your friend gives you directions for getting to his/her house.
- Your parent asks you to clean your room.
- Your parent sends you to the grocery store.
- Your coach tells you to do a new exercise.
- Your boss asks you to take cash to the bank.
- Your parent gives you babysitting instructions.
- Students bake cupcakes from recipe.
- Students give demonstration speeches. Try to choose an activity the class can follow along and do.
- Choose an art project and demonstrate to the students how to do it.
- Play "Twister", " Monopoly", "Candyland".

Application with Feedback

- Student is assigned situations or classes where he must perform the skill. The supervising adult completes a feedback form which the student returns to his teacher or the adult gives the student verbal feedback.
- Teacher gives the student an unexpected or surprise assignment and observes the performance. Suggestions for assignments: Teacher asks student to find a pen which she has buried under several items and bring it to her; coach asks student to complete extra practice or run laps; principal asks student to pick up something in the hall or to carry something to a room.
- Student independently uses skill and reports the result back to the teacher. Student is given points for reporting the use of the skill.

FOLLOW RULES 4.4

Goal: To improve classroom skills

Objective(s):

1. The student will follow classroom rules.
2. The student will follow school rules.
3. The student will follow rules of a game.
4. The student will follow job site rules.

Process Steps:

1. Remind yourself of the rules
2. Think about possible consequences of not following the rules.
3. List your choices.
4. Evaluate what you should do.

Discuss

Definition: Following rules means following the guidelines on behavior and expectations that are expected in a given situation.

Rationale: Rules are made so that order can be maintained and everyone's basic rights are respected. Not following rules is disruptive to the group's well being and usually results in negative feelings toward the person who consistently breaks rules. Breaking society's rules may result in legal consequences.

Where/When/Comments:

- Students generate lists of various settings which establish rules (school, class, society, sports, etc.).
- Discuss negative consequences which may result when rules are not followed.
- Discuss situations, such as emergencies when it may be appropriate not to follow set rules.

Set Stage:

- Give students a worksheet in an unfamiliar format with no directions. After students briefly attempt the worksheet, discuss the need for rules.

Model/Role-play with Feedback

- You want to go to library; you must work quietly there.
- You walk in the hall, and are complimented by teacher.
- You follow game rules, and are invited to join next game.
- You complete chores at home; your parent notices and rewards.
- You need to ask a question; you raise your hand.
- You want to buy an extra juice; you get in the cafeteria line.
- You are working on the cafeteria clean-up crew and must remember to follow rules.

- You are supposed to fill up the gas tank after driving family car.
- You want to go outside after lunch, and follow all rules necessary.
- You are assigned detention or in-school-suspension and must follow rules to complete this consequence.
- Students teach each other board games or card games.
- Teacher presents a new board game. Class members read and follow rules.
- Students independently list school or class rules and consequences.

Application with Feedback

- Students self-monitor; they chart number of times they follow targeted rules.
 - Students keep a log recording situations when following the rules was helpful to them.
 - Home note: Parents make written report of how well a student followed specific rules at home.
 - Designate a student observer to take data on how a peer is following a specific rule.
-

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COMPLETE ASSIGNMENTS 4.5

Goal: To improve classroom skills

Objective(s):

1. The student will complete appropriate individual assignments.
2. The student will complete daily work assignments.
3. The student will complete homework assignments.

Process Steps:

1. Ask yourself "Is my work finished?"
2. Look over each question to be sure.
3. When you are sure your work is finished, hand it in.
4. Say to yourself "Good for me! I finished it." (McGinnis and Goldstein, 1980 p. 115)

*See: "Skills for School Success" - Completing Assignments Strategy
Anita Archer and Mary Gleason, Curriculum Associates, Inc., North Billerica, MA, 1991.

Discuss

Definition: **Completing assignments means finishing a task from start to finish.**

Rationale: **Completing assignments is important for academic achievement, (i.e. grades) for displaying responsibility to teachers, and to avoid negative consequences.**

Where/When/Comments:

- It is most important students have the skills, knowledge, and motor responses needed to complete the assignment successfully and independently.
- Discuss why completing assignments is important. What other situations require this skill? How does this relate to a job? What are things you should look for when checking to see if an assignment is complete? What does listening to directions have to do with completing an assignment?
- Ask students about "roadblocks" to completing work: What interferes with completing your work? How can you remove or compensate for those problems?
- Students generate lists of examples of situations where they are expected to complete assignments, such as individually, daily, or homework.

Model/Role-play with Feedback

Role play situations:

- You complete assignments given by teacher.
- You finish a project or activity at home.
- You complete a project you promised to do for a friend.
- You complete a job task assigned by supervisor.

- You complete a classroom job (cleaning blackboard, watering plants, feeding animals).
- Make a card or craft to give to someone.
- Students break into small groups and devise assignments and/or homework charts which can be copied for use by entire class.
- Teacher can award raffle ticket to each student who completes every daily assignment. Ticket can be pulled at end of week for small reward.

Application with Feedback

- Maintain a chart of homework completed. Provide recognition for completion.
 - Students keep a chart or index card on the desk and self-monitor their task completion. A completed card = a reward
 - Parents are informed of the skill and asked to assist students in monitoring completion of assignments.
-

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USE TIME WISELY 4.6

Goal: To improve classroom skills

Objective(s): The student will be able to choose and begin an appropriate activity.

Process Steps:

1. Check to be sure you have finished all of your work.
2. Think of the activities you would like to do.
3. Choose one.
4. Start the activity.

Discuss

Definition: Using time wisely means choosing an activity to work on or engage in which will help to meet a goal (for example, project completion, recreation, etc.). It also means picking an activity appropriate for the amount of time available, and prioritizing the importance of activities.

Rationale: It is important to use time wisely so that you complete these activities which are required within the expected time. If you do not use time wisely, you may miss out on enjoyable activities or not be able to complete the activity you have selected.

Where/When/Comments:

- Discuss with students how they spend their time after they've complete their work and have free time. Why is it important to use time wisely? When, besides at school, could you use this skill?
- Discuss possible consequences of not using the skill, such as disrupting and bothering others, getting involved in a behavior which might lead to negative consequences, etc.
- Discuss that students may need to select a second choice of activities if their first choice is not appropriate or available.
- Students may need to be taught skill of prioritizing.

Model/Role-play with Feedback

Role-play situations:

- You decide on an activity during free time in the classroom.
- You realize you haven't completed all of your day's work.
- None of your friends are playing games you like at recess time.
- The game or book you were going to use is not available.
- Your teacher gets called out of the room for a few minutes.
- You choose something to do after you have finished your homework and chores.
- You call a friend who isn't home.
- Your parents are watching a television show you don't like.
- You are trying to earn money to buy something you really want.
- You planned on swimming but it is storming outside.

- Students generate a listing of acceptable free time activities (games, reading, etc.) and classroom procedures for obtaining them.
- Student keep logs noting what they do in their free time and rating themselves.
- Teacher calls for free time, video tapes students, and plays it back to see if students used time appropriately. (You may want to have video set up for a couple of days to desensitize students).
- An assignment sheet where the student can check off work as it is completed may assist in use of skill.

Application with Feedback

- Maintain a chart and give points each time students use this skill.
 - Have students choose a class in which they will practice the skill. Have a teacher rate them over a one-week period.
-

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TRY WHEN IT IS DIFFICULT 4.7

Goal: To improve classroom skills

Objective(s): The student will complete a task he/she regards as difficult.

Process Steps:

1. Stop and stay calm
2. Tell yourself "I can do this".
3. Think about choices,
 - a) Relaxation exercise
 - b) Short break
 - c) Ask for help.
 - d) Tackle it now,
4. Stick with it
5. Reward yourself

Discuss

Definition: Trying when its difficult means that you keep working on a task even if it is challenging and you may doubt you will be able to succeed. It means not giving up or quitting.

Rationale: It is important that you use this skill so that you can complete assignments in school, try new activities, and feel proud of any yourself for having mastered a difficult challenge.

Where/When/Comments:

- Discussion: Ask the students to identify activities or situations that are hard for them, something that may get them in trouble, or something that makes them feel bad.
- Determine why the activity or situation is so hard for student to handle.
- Discuss possible consequences of not using this skill...how this skill is related to a job.
- Students may need to be taught skill of Asking For Help and/or Dealing with Frustration.

Model/Role-play with Feedback

- You are learning to tie your shoes.
- You have an algebra test, failed the last one.
- You have to give a speech.
- It's recess time, and the person you had a problem with on the bus is in your recess.
- You've been working for 20 minutes and you have only done three problems.
- You have a book report due tomorrow, and you haven't finished the book
- Your friends are playing a game and you don't know the rules.
- Your friends want you to jump rope, and it is hard for you.

- You have to print your name on the board in front of the class.
- You can't get the child you are babysitting to stop crying.
- You have to take an important message when you answer the phone.
- You need a date for prom and it is scary.
- You are on a baseball team that keeps losing
- You have to clean your room when all your friends are outside playing.
- Student writes examples of when he/she has completed difficult tasks.
- Student writes relaxation exercises.
- Student creates a game listing difficult situations on cue cards and then plays.
- Student makes individual charts or tags to record and evaluate progress.

Application with Feedback

- Homework, asking parents to rate and record use of skill steps.
 - Pre-arrange situations with other staff to evaluate progress.
 - Tutor another student in a difficult subject.
-

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TAKE RISKS 4.8

Goal: To improve classroom skills

Objective(s):

1. The student will determine when it is appropriate to take risks.
2. The student will successfully take risks.
3. The student will evaluate the effectiveness of the risk taking

Process Steps:

1. Realize possible outcomes (actions vs. inaction).
2. Ask, "What do I want for myself?"
3. Seek an outside opinion if appropriate.
4. Keep reminding self of goal (self talk).
5. Set course of action and do it.
6. Ask "Was the risk worth taking?"

Discuss

Definition: Taking risks is being willing to try something challenging, something you've never tried before, or something which you may have failed at previously.

Rationale: Share with students the "poker-chip theory of risk-taking"...The more risks you take, the easier taking risks becomes, the more success you experience, the more you get out of life. Theory: the person who has the most poker chips built up in a card game is the player who will take the most risks and more likely win the game.

Discuss how taking risks is related to an individual's self-esteem. Those who have the highest level of self-esteem take the most risks, and taking more risks builds self-esteem.

Where/When/Comments:

- Discuss safety factors and stress need for not taking risks which could result in physical danger (diving off cliffs, using machinery, etc.).
- Discussion: How many of you have ever taken any risks? What are risks? Who takes risks? Are risks good/bad/both? Let students share their experiences of risk taking.
- Discussion ideas: Students generate examples of why, when and how to take risks. Students discuss the possible end results of taking risks and how those results may feel. Make a poster of the why, when, and how to take risks. Add to the poster as more discussion and ideas are presented.

Model/Role-Play with Feedback

Role-play situations:

- You ask to borrow something from a friend.
- You try out for a club, team, cheerleading squad, chorus, school play, band, etc.

- You write an essay for a contest.
- You cross the street independently.
- You walk to school or to the bus stop independently.
- You tell someone how you feel about something.
- You place a bet.
- You ask someone out on a date.
- You ask your parents to extend your curfew, increase your allowance, have a party, etc.
- You sell something for a school fund raiser.
- You ask another classmate if you can play with the toy they are playing with.
- You ask others to play a game with you at recess.
- Students determine a goal they haven't reached because they were too scared to take the risk. Students practice the process steps and report on their progress after they have practiced independently taking the risk.
- Set up a contest and have students enter by completing a challenging assignment.
- Set up a party or dance where students have to bring a date.
- Set up a challenging obstacle course for students where everyone who successfully completes it, wins a prize.
- Make a bet with a student or students.
- Have students run for class officers, room leaders, room helpers, etc.
- Have students chart their progress on independent risk-taking through the school year.
- Have students play on a new piece of playground equipment or learn a gymnastics stunt.

Application With Feedback

- Set up a situation in another class where students must take a risk. Inform that teacher of the process steps and ask that teacher to rate the students.
- Student is assigned situations or classes where he must perform the skill. The supervising adult completes a feedback form which the student returns to his teacher, or the adult gives the student verbal feedback.
- Teacher gives unexpected situations which involve taking a risk throughout the school year. Suggested situations: Coach has a student or students go out for a team, teacher has students audition for a reading in front of the class.
- Ask parents how students could take risks at home. Ask parents to set up those situations. Inform them of the process steps and ask them to rate their children and send the rating information to school.
- Student independently uses skill and reports the result back to the teacher. Student is given points for reporting the use of the skill.

ANTICIPATE A DIFFICULT SITUATION 5.1

Goal: To improve decision-making and problem-solving skills

Objective(s): The student will be able to prepare for a difficult situation.

Process Steps:

1. Think about how you will feel during the conversation.
2. Think about how the other person will feel.
3. Think about different ways you could say what you want to say.
4. Think about what the other person might say back to you.
5. Think about any other things that might happen during the conversation.
6. Choose the best approach you can think of and try it. (Goldstein and et al, 1980 p. 126)

Discuss

Definition: When you anticipate a difficult situation you are making yourself aware of the potential for problems, conflict, or stress.

Rationale: You will be better prepared to handle difficult situations if you are aware of them ahead of time. This allows you to rehearse or do research.

Where/When/Comments:

- Discuss the difference between healthy awareness of difficulties and negative or pessimistic thinking.
- Teacher asks class member to recall situations where they have felt tense, anxious, or impatient.
- Categorize these as "difficult" situations. Note that the way a person approaches a situation can influence the final outcome.
- Review individual situations; seek multiple approaches that could be used.
- Assist class in identifying positive outcomes.

Model the Process Steps

*** Each time, repeat process steps with different approaches.**

- For students with adequate reading/writing skills, teacher may present a sample situation and assign individuals to write out the preparations they would make. For non-readers, individual conferences could accomplish the same objective.

Role play situations:

- You talk with teacher about dropping a difficult subject.
- You get ready to tell parent about failing a test.
- You get ready to ask someone for a first date.

- You are captain of a team where one team member attempts to bully teammates and anticipate how to handle it.
- You anticipate being teased during lunch, recess, bus ride.
- You prepare to explain absence to a supervisor.

Application with Feedback

- Students present written or oral review of their use of process steps, within a time frame.
 - Students review a plan with teacher in anticipation of a difficult situation at home/school/work.
 - Journal documentation of use of process steps. Sample sentence, "One day I was so smart I _____." "I knew there would be a problem so I _____." Or "I knew _____ would be difficult so I _____."
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IDENTIFY A PROBLEM 5.2

Goal: To improve decision-making and problem-solving skills

Objective(s):

1. The student will be able to identify a problem.
2. The student will be able to determine likely causes of a problem.

Process Steps:

1. Define what the problem is.
2. Think about possible causes of the problem.
3. Decide which are the most likely causes of the problem.
4. Check out what really caused the problem. (Goldstein and et al, 1980 p. 129)

Discuss

Definition: In order to determine the cause of a problem, the person must decide whether the events leading up to the present situation were within the control of the student.

Rationale: It is important to understand what caused the problem and take steps to avoid it happening again.

Where/When/Comments:

- Discuss when student is unsure of the circumstances that lead up to the problem. • Discuss differences between fact and opinion.
- Discuss how students feel when they have problems.
- Discuss potential causes for problems
- Discuss situations in no-one's control: environment, schedules, weather, illness, etc.
- Talk about the necessity of problem and cause identification in coming to a workable solution.
- Discuss how students can recognize problems: by the way they feel; by what someone said to them; or by how another person acted toward them.
- Discuss how to evaluate possible causes of a problem: one's own behavior; someone else's behavior, or no one's fault.
- Discuss how to determine the most likely cause of the problem.

Model/Role-play with Feedback

- Teacher presents a conflict (story, comic strip, video, picture). Students identify the problem, the persons involved, and who, if anyone, is at fault.
- Students select comic strips from daily paper to illustrate interpersonal conflicts.

Role-play situations:

- The teacher seems angry with you.
- Your parents are arguing about you.

- You have failed three tests in a row.
- You feel angry at a friend, but don't know why.
- Your friend stopped speaking to you.
- You feel someone doesn't like you.
- One of your friends makes you very nervous or uncomfortable when you are with him.

Application with Feedback

- Teacher encourages student to analyze causes of an actual problem encountered in the classroom.
 - When teacher notes problems in classroom, query individuals to check their perceptions of the problem and its causes.
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IDENTIFY SOLUTIONS 5.3

Goal: To improve decision-making and problem-solving skills

Objective(s): The student will be able to identify potential solutions to a given problem.

Process Steps:

1. Identify the problem.
2. Think of possible ways to solve the problem.
3. Think of advantages and disadvantages for each solution.

Discuss

Definition: **Solutions are steps or answers to solving problems.**

Rationale: **Unresolved problems exacerbate stress, confusion, and poor interpersonal relations. Identifying and implementing solutions gives you personal power in your life.**

Where/When/Comments:

- Define/discuss "alternative", "option", "solution."
- One of the most effective ways of generating ideas is brainstorming; it expands creative thinking to identify new ideas. Ground rules should include:

- a. One person records ideas.
- b. Write every idea down.
- c. Time limit is set.
- d. No evaluation of responses until brainstorming is completed.
- e. Keep it spontaneous.

- Discuss how we always have choices.
- List major problems potentially confronting an age group. Discuss options as well as the type of person they could go to for help.

Model/Role-play with Feedback

- Students are given a list of problem situations in small groups (forgot your locker combination, best friend won't speak to you, lost someone's new tape, grounded for two weeks, etc.).

Brainstorm solutions. See if other groups agree with your top 2 picks. Generate a discussion.

- Student, either in writing or orally, evaluates stories, pictures, videos, by teacher to determine:

1. What is the problem?
2. Who is involved?
3. How could they solve it?

Role play situations:

- You want to go outside and play, but it's raining.
- You want to play with a friend, but your friend wants to read a book alone.
- You bought a model airplane to put together, but it's harder than you thought.
- You sit next to someone in math who is always trying to copy off of you.
- You want to watch a TV show, but the TV is broken.
- You have free play. You choose a puzzle that's too hard.
- You don't have a pencil to do your assignment.
- You are babysitting and the baby becomes ill.

Application with Feedback

- Set up peer counseling pairs, where one student can assist another in identifying possible solutions to personal/social/academic problems.
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PREDICT CONSEQUENCES 5.4

Goal: To improve decision-making and problem-solving skills

Objective(s):

1. The student will identify specific problems.
2. The student will generate possible solutions to a particular problem.
3. The student will identify positive and negative results of potential solutions to a problem.

Process Steps:

1. Remain calm.
2. Decide exactly what is the problem.
3. Think of three different solutions to the problem. If you can't think of enough solutions, ask someone to help you.
4. Think of the results of each solution. (What will happen if you use it.) In evaluating the results of each solution, consider:

- a. how others will react;
- b. the immediate good and bad results;
- c. the long-term good and bad results. (Hazel and et al, 1980 p. 111)

Discuss

Definition: **To state in advance the effect or result (of an action).**

Rationale: **Shows maturity and higher level thinking skills and avoids further conflict**

Where/When/Comments:

- Situations for Student Use: Elicit student responses (peer pressure, when choices are given).
- Attention Getting Activity: Make ice/jello following directions. Repeat the process without directions (don't put ice in freezer, jello in refrigerator). Discuss with students the outcomes and that actions lead to reactions. Ask students "what if ..." questions such as What if you crossed the street without looking? What if you would not play with ...? What happens if you leave your home without telling anyone? Discuss that there are good and bad consequences and give explicit examples of both.
- Talk about what happens if you don't do homework . . . if you don't use the restroom when you need to . . . if you don't share with a friend . . . if you don't stay with your Mom in the store . . . if you don't go to work on time . . . if you forget to set alarm clock . . . if you forget to use deodorant . . . if a person smoked on campus . . . if someone lost control and got into a fight . . . if someone stood up a date . . . if someone washed their parents' car . . . if someone dressed out in PE every day?

Set the stage:

- Videotape showing adolescent with and without problem-solving skills. (Hazel and et al, 1980, p. 87)

Model/Role-play with Feedback

- You think a classmate took something of yours.
- The bus driver tells you to settle down.
- You are called out unfairly in a ball game.

Role-play situations:

- You need extra money for clothes/tickets/movie.
- You want to go to a dance but are scheduled to work.
- You feel you are going to blow up at a teacher.
- You smoked at school in the bathroom.
- You are invited to a party where you know there will be drugs and no adults, but you want to go anyway.
- Your best friend has been flirting with a girl you like.
- You need to get to work early.
- You cannot find your pencil.
- You do not want to take your dog for a walk.
- You realize on your way to school that you forgot your lunch money.
- You forget to tell your parents that someone called for them.
- You clean up your room.
- You do not do your class assignment.
- You lend a friend lunch money.
- A friend urges you to skip school with him/her.

Application with Feedback

- Provide a worksheet or discussion stating various situations and have students respond with possible consequences.
- Have students survey other friends or family members of the consequences of specific situations.
- Give students situations, i.e. you saw someone steal a watch. The students break into small groups listing possible behaviors and predicting outcomes. Each group presents to class.
- Ask the class to compile a list of situations that commonly occur at school, home or neighborhood. Individually, the students list at least three potential behaviors and the consequences likely to arise for each situation.
- Provide pictures of various situations and ask students to predict possible consequences.
- As problems arise in class, ask each student to list possible alternatives.
- Ask the students to report on the use of this skill orally in class or by completing a teacher-made checklist.
- Prompt the utilization of process steps in daily conflicts and other situations requiring decisions based on outcomes.
- Show a movie or videotape. Stop tape and ask students to predict what will happen next.

For Additional roleplay situations:

"You Can Be A Star" by S. Katzman, St. Louis Public Schools, St. Louis, MO 1988.

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DECIDE ON A SOLUTION 5.5

Goal: To improve decision-making and problem-solving skills

Objective(s): The student will be able to choose an appropriate solution to a problem.

Process Steps:

1. Stop and say "I have to calm down."
2. Decide what the problem is.
3. Think about different ways to solve the problem.
4. Choose one way.
5. Do it.
6. Ask yourself "How did this work?" (McGinniss and Goldstein, 1980 p. 150)

Discuss

Definition: **Deciding on a solution means to look at a variety of options to a problem situation and includes weighing the consequences of each.**

Rationale: **Finding an acceptable solution to a problem allows you to act instead of react. When you don't find solutions you don't resolve problems. The problem might then become greater and may result in negative feelings.**

Where/When/Comments:

- Have students put written description of problems they encounter or observe in a problem box. Small groups brainstorm solutions.
- Students generate a list of problems that are difficult to solve or seem to have no solution.
- Discuss consequences including long/short term, legal/social, positive/negative, etc.
- Remind students that all actions have reactions or consequences.

Model/Role-play with Feedback

- Complete open-ended sentences: (Katzman, 1988 p. 14.200)

I always make up my own mind about _____.

If I had a choice, I would _____.

When I can't do something, I _____.

It is hard for me to make a decision about _____.

Talking about a problem is _____.

- Give a problem situation. Have students list alternatives and consequences of each. Discuss. ((McGinniss and Goldstein, 1980 p. 168)
- Using sample problem situations, students make charts:

Situation Written or pictorial

Alternatives

* or their choices of "good solutions"

X or their choices of "unsatisfactory" solutions

Role-play situations:

- You decide what summer job to apply for.
- You decide how to spend money you earned babysitting.
- You decide what group to play with.
- You decide whether to go to a movie or study for a test.
- Someone takes your pen without asking.
- A student has a birthday party and doesn't invite you.
- You run into someone at recess.
- You don't know if you should go on a weekend trip with friends.
- You get a lot of money as a present and don't know how to spend it.

Application with Feedback

- Keep track of incidents outside the classroom. Role play the situation later to identify alternative solutions.
- As problems arise in the classroom, teacher leads discussion of alternatives and possible consequences. Students choose the best one for them. Or teacher can call upon students to role play solutions.

CONVINCE OTHERS 5.6

Goal: To improve decision-making and problem solving skills

Objective(s): The student will be able to persuade others to consider his/her point of view.

Process Steps:

1. Decide if you want to convince someone about something.
2. Tell the other person your idea.
3. Ask the other person what he/she thinks about it.
4. Tell why you think your idea is a good one.
5. Ask the other person to think about what you said before making up his/her mind. (Goldstein and et al, 1980 p. 99)

Discuss

Definition: **Convincing others means to persuade them to your point of view.**

Rationale: **When you think something is important to you , an individual, or a group, you might want to convince them of your viewpoint. Consider both the content and emotion of your position.**

Where/When/Comments:

- Review the importance of listening skills in any conversation.
- In some situations student may not be able to convince someone.
- Discussion questions:

What does it mean to convince someone?

Give examples of things people convince you to do.

Give examples of things you have convinced others about.

How have you convinced people of these things?

Can you always convince others to think/act like you?

- Remind students that this is an honest communication. To convince others by coercion, deceit, etc. is not an appropriate skill.
- Remind them that they are not responsible for others' thoughts, feelings, or actions.

Model/Role-play with Feedback

- Watch a television courtroom drama. Each student presents a closing argument, either for or against the defendant(s). Class votes on a jury, then views the conclusion.
- Create advertisements for real or imaginary products.
- Participate in mock political campaigns.
- Student may need to consider outcome if other person is proposing an activity which may lead

to negative consequence.

- Students may need to be taught skill of responding to peer pressure.

Role play situations:

- You convince employer that he/she deserves job.
- You talk parents into letting you stay out late.
- You want an easier assignment.
- You feel your parents were unfair because they wouldn't let you go to a movie with a friend.
- A friend always chooses what the two of you will do and you want to choose.
- You suggest a group game during recess.
- You invite your parents to go to a movie.
- You suggest a game or activity to a friend.
- You talk a group of friends into staying at your house.
- Watch a television courtroom drama. Each student presents a closing argument, either for or against the defendant(s). Class votes on a jury, then views the conclusion.
- Create advertisements for real or imaginary products.
- Participate in mock political campaigns.

Application with Feedback

- Plan debates, in academic classes or as extra-curricular activities.
 - Use appropriate student government channels to bring an idea to the attention of others.
 - Hold student election campaigns.
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PRIORITIZE 5.7

Goal To improve decision-making and problem-solving skills

Objective(s):

1. The student will be able to determine relative importance of various problems.
2. The student will demonstrate ability to deal with problems in order of importance.

Process Steps:

1. Think about the problems that are bothering you.
2. List these problems from most to least important.
3. Do what you can to hold off on your less important problems.
4. Go to work on your most important problems. (Goldstein and et al, 1980 p. 133)

Discuss

Definition: To prioritize means to evaluate the relative importance of things and make decisions based upon that.

Rationale: When you have many things to do it is easy to feel overwhelmed. By putting them in priority or order of importance you make it easier to begin and get to work on the most important items.

Where/When/Comments:

- Make lists of priorities. Emphasize the importance of being inclusive.
- Discuss the options for completing the lower priority items (postpone them, ask someone else to do them, drop them, etc.)
- Discuss the evaluation process. How do you decide which is of most importance to you.
- Students can better understand the differences among people by comparing their individual priorities and being aware of differences.
- Discuss needs versus wants.

Set the stage:

- Card game: On posterboard cut to the size of flash cards, affix pictures of items or activities students are familiar with. Flash 2 cards; student receives the one that is most important to him.
- Catalog activity: Students are given an amount of money to "spend" using mail order catalog or newspaper ads. Teacher returns list with direction to delete items so that a smaller amount is spent. (\$50 - \$20) (\$5 - \$1)

Model/Role-play with Feedback

- Give students a list of decisions encountered on a busy day. Students choose the five most

important and tell why each is critical.

- Students make collages - one of needs, one of wants.
- Students fill out interest inventories (for ex.) prioritizing their answers.

Role play situations:

- You are worried about too many assignments.
- Parent tells you to take care of several chores before going out.
- Main actor has difficulty balancing school responsibilities, chores, and time with friends. • You have \$5.00 and want to see a movie and go to McDonalds.
- You don't have enough time for school, job, friends, family.
- You want to get a message to a friend but you don't have any classes near each other.

Application with Feedback

- Apply budgeting exercise to student's own money or time.
- Prioritize money/time in planning community access activity.
- Prioritize Christmas list shopping for family members.
- Plan how to spend time over the weekend.

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SET AND ATTAIN GOALS 5.8

Goal: To improve decision-making and problem-solving skills

Objective(s):

1. The student will be able to determine steps needed to reach a specific goal.
2. The student will be able to follow steps needed to reach a specific goal.

Process Steps:

1. Figure out what goal you want to reach.
2. Find out all the information you can about how to reach your goal.
3. Think about the steps you will need to take to reach your goal.
4. Take the first step toward your goal. (Goldstein and et al, 1980 p. 130)

Discuss

Definition: Setting goals means to set realistic expectations for yourself. Attaining them means taking the necessary steps to reach that goal.

Rationale: This is an important skill in school, careers, and jobs as well as shorter form things like projects, clubs, teams etc. Goals can range from small; such as writing a first paragraph to global; such as becoming more organized depending on the specific needs and talents of the individual.

Where/When/Comments:

- It may be helpful to review the skill 'Prioritize' in teaching this skill.
- Group discussion based on this statement, "Knowing what you want helps you avoid getting stuck with what you don't want".
- Discuss long and short term goals and how they can support each other or create conflict.
- Brainstorm short term goals, set class goals.

Set the stage:

- Classroom poster:
- Only I can change me.
- I am in control of my life.
- I choose my behaviors.
- I suffer the consequences of my behaviors.
- I reap the rewards of my behaviors.
- I alone can commit me to change. (Aspen Publications, 1988 p. 232)

- Play an age appropriate game with a specific goal such as earning 5 markers, etc. Discuss games that have goals.

Model/Role-play with Feedback

- Create a class "goal plan" worksheet. Students can fill out individually or in small groups. Discuss and update.
- Students individually list "self-rewards" they plan to use upon completion of personal goals.
- Students review their IEP goals and make a plan to achieve them.

Role-play situations:

- You decide to play Nintendo without getting frustrated.
- You decide to save money to buy something special.
- You decide to find a job.
- You decide to improve your appearance.
- You decide to have a party.
- You decide to clean your room.
- You decide to earn all your classroom behavior points.
- You decide to get a 100% in spelling.

Application with Feedback

- Have each student choose a short term personal goal. Each will make a plan on how to reach his/her goal. Chart progress on a classroom chart.
 - Have students make goals for home; parents monitor. Share progress with class. • Make classroom progress charts for academic/social goals - bus behavior, math facts, sight words, attendance, etc.
-

MAINTAIN SELF-CONTROL 6.1

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to name reasons for using self-control.
2. The student will be able to tell body cues that may signal losing control.
3. The student will be able to use process steps to maintain self-control.

Process Steps:

1. Stop and count to ten.
2. Think of how your body feels.
3. Think about your choices:
 - a. Walk away for now.
 - b. Do a relaxation exercise.
 - c. Write about how you feel.
 - d. Talk to someone about it.
4. Act out your best choice. (McGinnis and Goldstein, 1980 p. 145)

Discuss

Definition: Showing self control is the ability to refrain from violent and/or destructive words or actions when extremely upset or angry. Ability to calm self before attempting to solve a problem.

Rationale: If you do not use self control you might hurt yourself or someone else, damage or destroy property, receive negative consequences, lose friends, or be excluded from peer group. Also, problems cannot be solved unless you can think calmly.

Where/When/Comments

- Use this skill when you are feeling so upset you need to calm yourself before trying to do something about the problem. (Possible situations: when you fail at something you try, when people won't do what you want, when you have to do something you don't want to, when you can't have something you want, when the person you are dealing with loses self-control.)
- What are some consequences if you lose self-control?
- How does your body feel when control is lost?
- Discuss pictures depicting body language or TV show without sound to cue into body language.

Set the Stage:

- Society has laws to protect people from physical abuse and destruction of property.
- When you are angry or upset never do anything which could hurt yourself or someone else.
- When you are angry or upset do not do anything which could damage property.
- If someone begins to lose control with you, do not respond by losing control yourself.

Model/Role-play with Feedback

- Do relaxation exercises.
- Describe and practice positive self talk as a method of controlling thoughts and feelings.
- Teacher provides immediate reinforcement/feedback when she observes students using skill at school.

Role play situations:

- You control your anger at teacher when he/she corrects you harshly.
- You control self when parent grounds you.
- You control self when friend takes something without asking permission.
- You are behind in your school assignments.
- Your parents won't let you go to a movie.
- A friend borrows something of yours and breaks it.
- Your brother or sister tattles on you.
- Someone cheats in a game.
- You ask parent to help you solve problem with sibling who wants to fight you.
- You go for help when he/she see peers fighting on school steps.
- Your aunt is always criticizing the way you dress and wear your hair. You would like to tell her she's too old to wear short shorts, and blue-rinsed hair is out. (Walker and et al, 1988 p. 100-102)
- It's the first nice Saturday in spring. You want to go on a long bike ride, but you promised to paint a room in the basement today so it would be ready when your grandmother comes to visit tomorrow. (Walker and et al, 1988 p. 100-102)
- You want to be on the wrestling team, but you have to lose five pounds to qualify.
- Your friends are all going out for pizza after a movie. (Walker and et al, p. 100-102)
- Your social studies class is listening to a speaker, a very highly respected state senator. She is talking about some very serious issues. Your friend Jenny is making faces and acting silly. You start to giggle uncontrollably. (Walker and et al, 1988 p. 100-102)
- You are walking to a friend's house in the late afternoon. A car full of kids you don't know stops, and they start yelling threatening things to you. You are about one-half block from your friend's house. (Walker and et al, 1988 p. 68-71)
- You are on the school bus, and the kid in the seat behind you grabs you around the neck and starts choking you. He and all his friends laugh. Then he finally lets you go. (Walker and et al, 1988 p. 68-71)
- At the dance, you have just finished dancing with someone when another student comes up to you and tells you that you are dancing with his/her girlfriend/boyfriend and that if you do it again you will be sorry. Then he/she hits you in the stomach. (Walker and et al, p.68-71)
- An older kid takes your seat on the bus.

Application with Feedback

- Home check sheet and school check sheet for adults to sign off on when students maintaining self-control is observed. Check sheet can be turned in for reinforcement.
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IDENTIFY STRESSFUL SITUATIONS 6.2

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to define stress.
2. The student will be able to name situations that cause stress.
3. The student will be able to name physical cues of stress.

Process Steps:

1. Tune in to your body's stress signals.
2. Ask yourself, "Am I feeling stressed?"
3. Ask, "What is making me feel this way?"
4. Choose stress reducer or relaxation technique (external vs. internal).

Discuss

Definition: Identifying stressful situations means knowing that someone or something is making you feel uncomfortable. It is a feeling that something feels uncomfortable and it is causing you to feel worried, anxious, or tense.

Rationale: It is important to identify stressful situations because too much stress can cause physical harm. When people feel too stressed, they may overreact to other events. Feeling stress can make it difficult to focus attention on other things. It can make it difficult to make good decisions.

Where/When/Comments:

- Skill can be used anytime the person notices physical cues of stress (muscular tightness, rapid pulse, etc.).
- Students generate lists of potentially stressful situations.
- Define stress and discuss events that might cause stress. Each student may identify personal "triggers". (Goldstein, 1988 p. 266)
- Discuss physical cues to feeling stress.
- Ask why it is important to be able to identify stress.

Set the Stage:

- Show movie, TV show (soap) without sound to help identify stress.
- Provide students with a timed activity that is beyond their abilities.

Model/Role-play with Feedback

- Group story writing using a picture depicting a stressful situation (DLM situation cards) (magazine pictures, picture of lunchroom, playground)
- Journal writing - explore/chronicle stressful situations.

- Collage of stressful situations
- Newspaper - look for articles of stressful situations.

Role play situations:

- The principal asks to see you.
- You overhear parents arguing.
- You try out for the school play/choir.
- Your friend cheated on a test and the teacher asks you about it.
- You didn't do your homework.
- You have to take a timed fitness test in P.E.
- You are seldom picked to be on a team. Recess is starting with selection.
- Your IEP is in 10 minutes

Application with Feedback

- Provide students with an activity that is timed and beyond their abilities.
 - Reward students for verbalizing stressful situations (taking a test, talking to principal, trying out for athletic team).
 - Have students develop specific strategies for "triggers" they identified earlier.
-

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RELAXATION SKILLS/TACTICS 6.3

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to explain the concept of "relaxing."
2. The student will complete relaxation exercises.
3. The student will be able to use relaxation skills when cued by adult.

Process Steps:

1. Decide if you need to relax.
2. Take three slow, deep breaths.
3. Tighten one part of your body; count to three; relax.
4. Continue this for each part of your body.
5. Ask yourself how you feel. (McGinnis and Goldstein, 1980 p. 165)

Discuss

Definition: Relaxation tactics are the steps a person can use to decrease tension or tightness in the muscles, to slow rapid heartbeat, and to regain control of physical reactions when under stress.

Rationale: When your body feels tense, you cannot gain a feeling of relaxation. This can lead to poor decision making, acting without thinking first, and overreaction. A person who feels very tense may do things they later regret. Continued stress can cause physical harm.

Where/When/Comments:

- Use skill whenever you begin to notice physical signs of stress.
- Skill can be used in all settings, i.e., school, home, when alone, or in groups.

Set the Stage:

- Play a "wave" or quiet music tape for 5 minutes, with lights off, in comfortable positions, and discuss results.

Model/Role-play with Feedback

- Have students participate in a relaxation exercise.
- Review body cues for tension.
- Have students decide on a word to be used as a "cue" to relax.
- Allow students to request private space or time to relax when feeling stressed. May provide a specific area of room for relaxation.
- Have student practice using their individual cue words.

Role play situations:

- You feel nervous before a test.
- Your grandparents are coming and you're excited.
- Your mother told you, "Wait till your father gets home," and he's arriving.
- You are angry or upset with a friend.
- You are giving a speech in class/church etc.
- You broke an expensive china dish and know you are in big trouble.
- You let the dog out by mistake and you are scared he is lost.
- You are getting ready for your first dance.
- Your IEP is today.
- You are starting a new school or class and you are nervous.

Application with Feedback

- Provide student's other teachers with cue words and relaxation techniques.
 - Relaxation training takes a long time and may be more stressful for certain students.
-

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STAND UP FOR A FRIEND 6.4

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to state examples of friends being mistreated.
2. The student will be able to give options for standing up for a friend.
3. The student will demonstrate assertive support for a friend.

Process Steps:

1. Decide if your friend has not been treated fairly by others.
2. Decide if your friend wants you to stand up for him/her.
3. Decide how to stand up for your friend.
4. Stand up for your friend. (Goldstein and et al, 1980 p. 121)

Discuss

Definition: **Standing up for a friend is a way of giving them support when they are being criticized, teased or taken advantage of.**

Rationale: **It is important to stand up for a friend to let him know you care about him and to keep your friendship strong.**

Where/When/Comments:

- Use the skill when you see a friend being mistreated.
- Discuss appropriate ways to use skill, stressing that it does not mean starting a fight, provoking, name calling, or retaliation.
- Think of and discuss times when friends have been criticized, teased, or taken advantage of. Talk about how you feel when it happens to you as well as to someone else.
- Discuss how to know if a friend wants you to stand up for him/her. Define empathy.
- Discuss how to stand up for your friend: assert his/her rights, explain, apologize. (Goldstein and et al, 1980 p. 121)

Model/Role-play with Feedback

- Classroom chart "I stood up for a friend by ..."
- Students list assertive support of friends as part of circle time or class discussion time daily.

Role play situations:

- You tell your teacher that your friend was accused unjustly of something.
- Your parents criticize your best friend.
- You defend a friend when peers are teasing.

- A friend makes the last out in a ball game.
- Everyone makes fun of a friend who doesn't have trendy clothes or shoes.
- Your friend is teased about being "teacher's pet."
- Parent blames sibling for problem actually caused by you.

Application with Feedback

- As an extension, obtain commitments for individuals to decrease their criticism and/or mean teasing of others.
 - "Secret Support" box: Class members put friend's name on a slip of paper, noting when they were supported. A drawing could be held to distribute reinforcers. (Everyone wins whose name is in box).
-

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RESPECT OTHERS' RIGHTS AND PROPERTY 6.5

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to identify others' rights and property.
2. The student will demonstrate respect for others' rights and property.

Process Steps:

1. Say to yourself: "This doesn't belong to me" or "I don't have the right to _____"
"
2. Think of your choices:
 - a) Ask to borrow item
 - b) Earn money to buy it
 - c) Ask to trade
 - d) Do something else you like to do
 - e) Ask yourself how the other person might feel
3. Act on your choice
4. Reward yourself

Discuss

Definition: Respecting others' rights and property means treating other people and their property the way you want to be treated. It includes a respect for how the other person feels. It means that you will not do something that would make the other person feel upset, bothered, or angry.

Rationale: It is important to use this skill to avoid negative consequences from authority figures (home, school, and community). If you are disrespectful to others, they will see you in a negative way, and treat you the same way you've treated them.

Where/When/Comments:

- Use skill when you see an item of someone's that you'd like to have or use (home, school, community).
- Discuss how students want to be treated.
- Discuss what respect means to them and how they feel when they are not respected.
- Ask students to share experiences and how they felt when they were or were not respected.
- Ask students what the consequences are of not respecting other's rights/property. Give examples of consequences at home, school, and in the community.

Set the Stage:

- Have students identify a favorite possession and ask students how they would feel if it was stolen or borrowed without permission and damaged by someone else.

Model/Role-play with Feedback

- Call local police and see if they have a videotape on shoplifting.
- Bring in a movie or taped TV show that shows people disrespecting others.
- Have students write down or brainstorm experiences when they have not been treated with respect and use for role-play.
- Students report on a time when they respected other's rights/property in the last day, week, month or year.
- Leave money in the classroom and designate a student or other adult to watch it.
- Teacher shows student how to self-monitor behavior.
- Take students on community trip to a store with a security device. Discuss why this type of monitoring has to become necessary.

Role-play situations:

- Your substitute teacher comes in; you must demonstrate respectful behavior.
- Your teacher/mother leaves her purse on the desk/table.
- You return a cassette tape that you borrowed from a friend.
- You borrow your siblings clothes and a friend asks to wear it.
- You're at a crowded supermarket and need to pass others to catch up with your class or family.
- You borrow a pencil/pen from a teacher or classmate.
- You ask a friend to trade lunches with you and he/she says "no".
- You see a tape you really want lying on the floor.
- A friend left his new catchers mitt outside.
- You find \$2.00 on a lunch table as a child is leaving.

Application with Feedback

- Assign each student another teacher's class in which they must practice respecting others. Have teacher provide feedback.
- Have parents report on child's ability to respect rights/property over a one-week period.
- Parents are asked to monitor students utilizing use of this skill at home.
- Student can be given permission to bring item from home for use in social situation, such as a game, toy, tape, etc. Teacher can monitor students' skill use or student can be assigned to be a peer evaluator via checklist.
- Teacher can pre-arrange situation where student asks another teacher to borrow supplies, (i.e. balls and bats from gym teacher).
- Student can identify use of skill (or lack of same) in pre-recorded videotapes.

NEGOTIATE DIFFERENCES/COMPROMISE 6.6

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to accurately state own and other's position.
2. The student will be able to suggest or accept a compromise that takes into account the feelings of both persons.

Process Steps:

1. Decide if you and the other person disagree.
2. Tell how you feel about the problem.
3. Ask the person how he/she feels about the problem.
4. Listen to the answer.
5. Suggest or ask for a compromise. (McGinnis and Goldstein, 1980 p. 153)

COMMENTS: This skill may be difficult for the very young child and is considered to be more appropriate for students grade 4 and above. McGinnis and Goldstein, 1980 p.153)

Negotiating presupposes the ability to understand feelings of others. Negotiating is similar to convincing others. Negotiating introduces the concept of compromise. (Goldstein and et al, 1980 p. 110)

Discuss

Definition: Negotiation is a way of reaching a compromise with someone when you are having a disagreement. Example: Each person gives a little so both parties get something.

Rationale: It is a way to help you get at least part of what you want and keep both people happy. It is better to try to work out an agreement or compromise than to become angry.

Where/When/Comments:

- Inquire about potential benefits of compromise: better to get part of what you want than nothing, avoid argument/fight, encourage others to treat you like a mature person. Ask for situation where compromise might be helpful.

Situations: When you are having a disagreement with someone and some compromise needs to be reached. It is only helpful to try to negotiate when there is a chance to reach an agreement. Teachers may not be willing to negotiate if you have not kept your side of the agreement in the past.

- List examples of negotiating to avoid conflict from students' own experiences.
- Ask students, "When I first learned to drive a car, my mom didn't want me out late. This was a problem when I wanted to go to a movie. I knew the reason she didn't want me out late was

because she worried about me. I tried to think of a way to get what I wanted, stay out late but keep my mom from worrying at the same time."

- Have "dry" and "green" sticks. Dry one breaks when bent, green one bends until two ends meet. Discuss how this illustrates compromising (both person's "ends" / "needs" met without a break between them).
- Musical selection, "You Can't Always Get What You Want," - Mick Jagger/Rolling Stones.
- Videotape (Hazel and et al, 1980 p. 91).
- Another teacher enters the room saying they are going out for fast food. Teacher and confederate stage a disagreement over where to go (Taco Bell vs. McDonald's) and resolve by negotiation.
- Discuss situations where students have disagreed with their parents and how they came to an agreement.
- Have students discuss how they feel about a person who always has to have his way and is unwilling to "bend" a little.
- Ask students how they feel about a person who always has to have his way.
- Prepare and read situations where there is a disagreement between two people. Tell what ended up happening. Students evaluate if compromise was reached.
- Explain what conflict is, give two examples of conflict and what happens when conflict is not negotiated. Explain why the skill of compromising is important. Could be used to promote discussion of students' experiences with conflict.
- Discuss that authority figures will not always be willing to compromise and that body language can give clues on this. Ask students to generate examples of times they could have used this skill.
- Discuss feelings associated with not wanting to do what someone else does and responsibilities of friendship. Discuss how friends work together to do things.

Model/Role-play with Feedback

- Teacher with co-trainer models steps in a simulated adult-adult situation: requesting schedule change from principal, compromise over materials use with another teacher, discussion of disciplinary plan with parent.
- Describes four ways to compromise. Then present six conflict situations and ask the student to decide if a compromise was made and if so which method was used. These situations could be used for role play, after students complete the exercise.
- Present four conflict situations. Students need to come up with a compromise for each conflict. Could be used for role playing also.
- Teach students to mediate in a conflict situation
- Have students give feedback as to better ways to negotiate to get what they want from role play ideas and acting.
- School policy allows students to use locker before and after school. Student council believes students should be able to use lockers between classes. Prepare a compromise.

Role play suggestions:

- You negotiate with parent about curfew.
- You negotiate with friend about what to do next.
- You want the stereo on loud, your mother says "no".
- You want to stay out later than parents suggest.

- You want to go to a concert, but your parents don't want you to go.
- You want to drive the family car, parents say no.
- You want to date someone your parents don't approve of.
- You and your sister want to watch different TV shows.
- You and friend want to see different movies.
- Your boss has given you more work than you can do in the time allotted.
- You want extra time to complete an assignment.
- Your teacher gives you work that you feel is too hard.
- Your parents want you to baby-sit, but you need to do your homework.
- You want to let your hair grow, your parents say no.
- Your friend wants to play one game, but you want to play another.
- You and a friend want different kinds of pizza.
- You want to play outside and your friend wants to watch TV.
- Your mother wants you to clean your room and your friend calls to ask you over.
- You and your brothers want to pay Nintendo, but you want different games.
- You and parent disagree on kind of tennis shoes to buy.
- You feel you need an increase in allowance.
- You have no interest in the assigned topic of a writing assignment.
- You want to stay out until midnight but your parents say 10:30.
- You and your partner are planning a party for several mutual friends. You have decided that you both will supply the refreshments for the party rather than asking your friends to bring food and beverages. Your partner wants to make tacos and other Mexican snacks, but you would rather have pizza and Italian snacks. (Walker and et al, 1988 p. 58-60)
- You and your partner were just assigned a project to work on together in your social studies class. You need to draw a map of South America, find out what products come from each country, and show that information on the map. (Walker and et al, 1988 p. 58-60)
- It's your turn to do the supper dishes, but your friends are coming to take you roller skating in a few minutes. You want your sister/brother to do the dishes for you. (Walker and et al 1988 p. 58-60)
- Your partner works every day after school at a pizza parlor. You work with him/her, and you want to trade hours with your partner so you can have Saturday night off to go on a date. Your partner doesn't have any plans for Saturday night. (Walker and et al p. 58-60)
- You and your partner usually do something together on Friday or Saturday night. You feel that you and your folks always end up supplying the transportation. You are making plans for the weekend and need a ride to and from the movie theater. (Walker and et al p. 58-60)

Log of Interactions:

Keep a log of your interactions with your parents, how you handled them, how you attempted to negotiate the situations so that there was less conflict. Remember to remain true to yourself. Finally, rate how successful you think you were in reducing conflict while remaining true to yourself.

<i>Situation</i>	<i>Handling</i>	<i>Negotiation</i>	<i>Rating</i>
What happened?	How did you handle the situation?	How did you negotiate?	Were you true to yourself?

Application with Feedback

- Observe playground, PE activities, or provide less structured time to observe interactions.
- Students list process steps, bring in signed confirmation from parent that student demonstrated skill at home within a one-week period.
- Set up situations at recess, i.e. not providing enough equipment for a game, etc.
- Students write out skill steps, completes worksheet page 317 from SSD manual, students write scripts for writing assignments and use for role-play practice which can be video taped.
- Send homework note to parents, describing skill and skill steps. Ask parents to evaluate their child using a suggested role play by observing of the skill.
- Homework: Have students keep a log of interactions with authority figures, how they handled them, what was the negotiation, what were the results.

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TEASE APPROPRIATELY 6.7

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to differentiate between friendly and mean teasing.
2. The student will be able to appropriately tease another.

Process Steps:

1. Think about what you want to say.
2. Understand your own motivation (kind vs. hurtful).
3. Anticipate their reaction (think about their past reactions).
4. Do it.
5. Evaluate the other person's reactions
6. Decide if you will continue or stop.

Discuss

Definition: **"Friendly" teasing is an affectionate way for someone to give you attention but "mean" teasing is meant to hurt your feelings.**

Rationale: **Teasing appropriately can help show you have a sense of humor and can make people like you. It can be a way to let people know you like them.**

Where/When/Comments:

- Discuss that usually friendly teasing is done with people you already know.
- Discuss that if the person responds by looking upset, you should probably stop teasing, apologize, and explain motive.
- Discuss times teasing would not be appropriate (test taking, when someone is already upset, a total stranger, etc.)
- Students sit in a small group and discuss who they like to tease and who they let tease them.
- Students discuss how they feel when they're teased.
- Make a list of things you should not tease about.
- Students discuss why they tease certain people.

Model/Role-play with Feedback

- Teacher may deem this skill inappropriate for certain students.
- Students watch sit-com and discuss the kind of teasing it depicts. (p. 118)
- Video tape students during role plays showing "friendly" teasing.
- Possible situations for "friendly" teasing:
 - Girlfriend or boyfriend
 - New job
 - School recognition (award, good grades, office helper)

- Participation in sports or a club
- Class or school election
- Tardiness or forgetfulness
- Birthday

Application with Feedback

- Students keep individual logs in daily journal. Did I tease anyone today? About what? Was it "friendly" or "mean" teasing? What did they do in response?
 - Teacher makes assignment for each student to tease a friend and family member in a friendly manner. Report back to class.
-

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RESPOND TO TEASING 6.8

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to discriminate between friendly and mean teasing.
2. The student will deal with teasing with appropriate behavior (assertiveness, acceptance, or ignoring).

Process Steps:

1. Decide if you are being teased.
2. Think about ways to deal with the teasing (gracefully accept it, make joke of it, ignore it, or assert self)
3. Choose the best way and do it. (Goldstein and et al, 1980 p. 113)

Discuss

Definition: Responding to teasing is what you do after someone teases you. If the teasing bothers you, you can ignore it or assert yourself. If the teasing is friendly, you can accept it, or make a joke of it.

Rationale: It is important to respond appropriately to avoid getting consequences and so others see you as mature and intelligent. You have the right to assert yourself if the teasing is hurtful.

Where/When/Comments:

- Explain how to differentiate between "friendly" and "mean" teasing. It depends upon:
 - your relationship with the teaser
 - the teaser's tone of voice
 - the teaser's body language and
 - your previous experiences with the teaser.
- Discuss attention and ignoring. Talk about the effects of paying attention to or ignoring teasing.
- Elicit examples of times they have been teased and how they reacted. These situations can be used as basis for further role plays.
- Discuss with students that when possible, they should avoid alternatives that foster aggression, malicious counter-teasing, and withdrawal. (Skillstreaming the Adolescent p. 113)
- Students may benefit from review of skill, "Using I Statements."
- Discuss things you should not tease about.
- Discuss possible choices, such as ignoring, asserting self with verbal statements, teasing back in a friendly manner, or accepting the teasing and laughing at self.

Model/Role-play with Feedback

- Video: positive and negative examples.

- Teacher discusses with students how practicing staying calm will help them to better respond to teasing by preventing them from losing control. Teacher demonstrates procedure by closing eyes, taking three deep breaths, and slowly counting to five. Students model behavior for teacher following verbal cues, either individually or in small groups.
- Do puppet show featuring teasing and appropriate responses.
- Students break into small groups and write script which demonstrates use of skill steps. Older students can be allowed to perform skits for younger students.
- Students are given a worksheet listing ten teasing comments. Students are to differentiate between "mean" and "friendly" teasing comments.

Role play situations:

- You ignore classmate's put-down when you volunteer to help the teacher after class.
- Your sibling teases you about your new haircut.
- Your peers tease you about your new girl/boyfriend.
- Your older brother is continually teasing you. He always calls you "goat face." Demonstrate how you would respond to the teasing.
- Your friends tease you about being teacher's pet when you get highest grade on science test.
- You are teased about your new hair style or clothes.
- You are teased about tennis shoes.
- You are teased about dropping your lunch tray.
- You are teased by your peers when you wear glasses.
- You are teased by your friend over not having a date.
- You are teased when you strike out.
- You are teased by peer about your after school detention.
- You are teased for getting a lower allowance than all of your friends.
- You are teased at your job because you don't know the routine.
- You miss a word in reading and a classmate teases you.
- You fall in jump rope and everyone laughs at you.
- A group of boys in a car make an obscene gesture at you.
- At recess, someone calls you "bozo."
- Someone says you have ants in your pants.
- Someone pokes at you.
- Someone is poking you or making faces at you in class.
- Your brother or sister laughs at you.

Application with Feedback

- Teacher gives the student unexpected or surprise assignments and observes the performance. Suggestions for assignments: teacher teases student about messy desk; teacher may have classmate tease student about being late (care should be taken if classmates are to be used - that the topic given will not be one likely to hurt feelings); gym teacher teases student about missing basketball shot; cafeteria supervisor teases student about choice of food. Parents can be asked to provide feedback via checklist. (Special School District 1989, p. 230-231)
- Students give self report to teacher. Students can be assigned to observe each other, with reinforcement offered when reports and feedback are given to the teacher.

IDENTIFY PEER PRESSURE 6.9

Goal: To improve conflict management skills

Objective(s): The student will identify situations in which peers are trying to influence their decisions or behavior.

Process Steps:

1. Think about what the others are saying or doing.
2. Think about how you are feeling.
3. Ask yourself "are my friends trying to persuade me to do something?"
4. Decide if you want to be influenced (consider consequences).
5. Act on your decision.

Discuss

Definition: Peer pressure occurs when your peers are trying to influence your decisions or behavior.

Rationale: Your decisions should be thoughtful choices that consider potential outcomes, long and short term needs and goals, and are rational. While it is OK to listen to input from a variety of sources including peers, it is not OK to feel pressure to conform to the wishes of someone else. Anytime coercion, manipulation, or undue pressure are involved, utilize the skill steps to help make your own good choices.

Where/When/Comments:

- Provide situations in which one or more people are pressuring another person. From these situations, have the students arrive at a definition of peer pressure through deductive reasoning.
- Brainstorm a list of situations in which students receive peer pressure.
- Have a discussion in which students suggest ways of saying "no" to various types of peer pressure.
- Have students identify times when peer pressure may be beneficial.

Model/Role-play with Feedback

- Students are asked to watch or find television or magazine advertisements which show children their own age. Students are to identify how peer pressure is shown (words, actions, dress, etc.) and what the purpose of the ad is. Students also identify whether they view the message as beneficial or detrimental.
- Students are asked to keep track of any incident in which they experience any form of peer pressure over an assigned interval (2 days for example). Students give self report to class in small groups.

Role play situations:

- Your friend wants you to try his alcoholic beverage.

- Your friends want to egg someone's house and car.
- Your friend wants you to steal a magazine.
- Your friend wants you to sneak out and meet him after curfew.
- Your brother wants you to take money from your mother's wallet to order a pizza.
- Your friend asks you to skip school and ride in his new car.
- A friend wants you to take someone's lunch money for him.
- Your neighbor overpays you for a lawn job and forgets to ask for the extra back; your friends want you to keep it.
- Your friends try to talk you into using your house for a party when your parents are out of town.
- A group of kids want you to come to a party with no adult supervision which is against your family rules.

Application with Feedback

- Half of the class are assigned to be "observers" and the other half, "skill users". On the first day, if an observer sees a skill user experiencing a form of peer pressure, he verifies it with the student. Roles are reversed the following day.
-

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RESPOND TO PEER PRESSURE 6.10

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to predict consequences of behavior.
2. The student will be able to act on individual decision when faced with persuasion by others.
3. The student will be able to verbalize own wishes and desires.

Process Steps:

1. Think about what others want you to do and why.
2. Decide what you want to do. (yield, resist, delay, negotiate, etc.)
3. Decide how to tell the others what you want to do.(give a reason, talk to one person, assert self, etc.)
4. Tell others what you have decided (Goldstein and et al, 1980 p. 127)

Discuss

Definition: **Resisting peer pressure means telling a peer nicely that you are in disagreement with what has been suggested to do.**

Rationale: **If you resist peer pressure, you get to do what you want and think is best. You stay in control of what you want and determine the outcome of the decision. Another good reason to resist peer pressure is to stay out of trouble. You are refusing to break rules. A third reason for resisting peer pressure is being able to say no to your friends without making them angry. Your friends will still like you.**

Where/When/Comments:

- It will be helpful if students have learned the skills of "Being Assertive" prior to this skill "Problem Solving"
- Discuss advantages of being able to resist peer pressure.
- Discuss with the students the numerous occasions we are exposed to peer pressure. Use the following questions for discussion:

- 1) How does peer pressure make you feel?
- 2) How do you typically react to it? By going along? By resisting? Why?
- 3) Why do you think you react as you do?
- 4) What choices are you being asked to make?

- Video: positive and negative examples. (Hazel and et al, 1980 p. 83)
- Provide situations in which one or more people are pressuring another person. From these situations, have the students arrive at a definition of peer pressure through deductive reasoning.

- Have a discussion in which students suggest ways of saying "no" to various types of peer pressure.
- Have students identify situations where peer pressure could be positive.
- Discuss that there are ways to resist peer pressure without making peers angry. Brainstorm ideas.
- Review with students 6 ways to say "no".

- 1) Keep repeating your "no" statement - The Repeat.
- 2) Give another idea that you both can live with - The Compromise
- 3) Say something funny - The Humor
- 4) Say something that will put some pressure on the other person - The Offensive
- 5) Don't discuss it further - The Discussion Stop
- 6) Tell the reason why you won't - The Reason (p. 85)

- Use the skill whenever someone tells you to do something you don't think you should do.

Model/Role-play with Feedback

- Students break into small groups and practice roleplay.
- Students can compose scripts based on real life situations.
- Teacher can show pre-recorded videotapes of students performing skill both appropriately and inappropriately.
- Students complete feedback checklist, and react to roleplays which did not show use of skill steps.
- Students can brainstorm list of alternative activities they could turn to when they choose not to go along with their peer group.

Role play situations:

- Your brother wants you to take money from your mother's wallet to order a pizza.
- Your friend asks you to skip school and ride in his new car.
- A friend wants you to take someone's lunch money for him.
- Your neighbor overpays you for a lawn job and forgets to ask for the extra back; your friends want you to keep it.
- Your friends try to talk you in to using your house for a party when your parents are out of town.
- A group of kids want you to come to a party with no adult supervision which is against your family rules.
- Your friends want you to vandalize neighborhood.
- You deal with family pressure to break up friendship.
- The group is planning on taking something that belongs to someone else, and they want you to go along with them.
- A friend asks you to shoplift.
- A friend asks you to skip class/school.
- A friend asks you to use drugs.
- A friend asks you to stay out past curfew.
- A friend asks you to vandalize property.
- A friend asks you to take parent's car.

- A friend asks you to drink alcohol.
- A friend asks you to steal money from parents.
- A friend asks you to go joy riding in stolen car. (Hazel and et al, 1980 p. 84)

Situation number one: Shoplifting

Sharon, 16 years old, has just been hired as a clerk in a local record store. She had been trying to get the job for several months in order to add to the income at home and is anxious to succeed. The store's owner emphasizes over and over how important it is for Sharon to keep her eyes open for shoplifters. The owner keeps a meticulous count of the inventory and cash register receipts. In fact, Sharon only had a chance at the job because her predecessor was fired for negligence. During the second week on the job, Sharon's best friend Lucy comes into the store. Sharon watches as Lucy slips two records under her coat. Lucy then approaches Sharon at the cash register to pay for yet another record. Sharon whispers to Lucy that she should return the two records she has stolen. Lucy responds with a wink and a snicker. How should Sharon deal with this situation?

Situation Number Two: Going With the Crowd

At summer camp, many of the teens smoke without the camp's or their parents' knowledge, even though the camp forbids smoking and will send home anyone who is caught smoking. One day, three girls are sitting behind their cabin while everyone else is inside resting. Susan, a very shy girl, sits with them, not only because she really likes the girls but also because she desperately wants to be liked and accepted by the others. The other girls start smoking and offer Susan a cigarette. Susan has never smoked before. She is afraid to break camp rules, and she really doesn't want to smoke. However, she knows these girls will laugh at her and reject her if she refuses. What should Susan do?

Situation Number Three: Cheating

Mary is taking a final exam in her English class and has prepared diligently for the test. As she turns to the second page of the exam, Ron, her boyfriend who is sitting next to her, whispers that he has studied the wrong material. He is frantic, but is sure he can get the answers from Mary. Mary's grade in this class is very important to her, because she hopes to qualify for a substantial scholarship that is being offered by the local bank. She knows that if she is caught cheating, she will be instantly disqualified. But she also knows Ron is in danger of failing the class, and she is frightened of his reaction if she refuses to help him. Ron is easily the most popular boy in his class, and Mary spent half the year just getting him to notice her. She has no doubt that, if she doesn't help him cheat, Ron will not only drop her, but will degrade, and belittle her to the rest of the school. What should Mary do?

- When you walk into the restroom at school, you find some classmates writing "sayings" on the walls. They challenge you to do the same. (Walker and et al, 1988 p. 63-66)
- Some friends want you to vote in the school election for a candidate that you don't think will do a good job. They contact you every day and call you at night. (Walker and et al, p. 63- 66)
- Your parents have taken a weekend flight to visit some relatives. They leave the family car with you so that you can pick them up at the airport Sunday evening. Your friends want you to use the car to "cruise" Saturday night. (Walker and et al, 1988 p. 63-33)
- Some of your friends want you to help them play a cruel joke on a boy/girl you barely know.

(Walker and et al, 1988 p. 63-66)

- Your parents gave you their credit card to buy some clothing you need. You have gone shopping with some friends who want you to charge more than just your clothes on the credit card. (Walker and et al, 1988 p. 63-66)
- You are at a party where several people are drinking. Your friends, including your date, are urging you to have a drink, and you do not want to be involved. (Walker and et al, 1988 p. 63-66)
- Some of your friends have come to your house. Things are a little boring, so they start planning to play tricks on one of the teachers at school. The tricks involve using the phone at your house and using your family car. (Walker and et al, 1988 p. 63-66)
- You have your brother's/sister's car for the evening, and your friends want you to challenge the school show-off to a drag race. (Walker and et al, 1988 p. 63-66)
- You are out with your friends late at night. Your friends want you to join them in painting words on things in the park with spray paint. (Walker and et al, 1988 p. 63-66)
- Some of your friends have been experimenting with drugs and are pressuring you to join them. (Walker and et al, 1988 p. 63-66)
- You are at the grocery store shopping for your mother when you are approached by a gang of kids older than you. They tell you to steal some magazines for them or they will beat you up when you come out of the store. (Walker and et al, 1988 pz68-71)

Application with Feedback

- Students keep journal of incidents of resisting peer pressure.
 - Students give self report to teacher.
 - Have students interview each other about the use of skill and skill steps and report to class or small group. Care should be used to protect confidentiality of others.
-

Social Skills Curriculum Guide, 1992

ACCEPT CONSEQUENCES 6.11

Goal: To improve conflict management skills

Objective(s):

1. The student will maintain self control when given a consequence.
2. The student will accept responsibility for behavior.

Process Steps:

1. Decide if you were wrong.
2. If you were wrong, say to yourself "I have to accept the consequences."
3. Say to the person "Yes, I did ____." (describe what you did).
4. Say something else:
 - a. How you will avoid this behavior next time.
 - b. Apologize (McGinnis and Goldstein, 1980 p. 151)
5. Do the consequence.

Since this skill involves some problem solving, it is suggested that this skill be taught after 'Problem Solving'. (McGinnis and Goldstein, 1980 p. 151)

Discuss

Definition: Every action has a reaction or consequence either positive or negative. Accepting consequence means facing what happens as a result of action. When you have done something wrong, you put yourself in the position of accepting the decision and consequences of an authority figure.

Rationale: Accepting consequences shows maturity. It also can help to avoid further negative problems that may occur from blaming, lying, or denying.

Where/When/Comments:

- Ask the students to list different negative and positive consequences they face at home, at school, and in the community.
- In small groups cooperative learning students are to make two lists. The first list should contain actions and their possible positive consequences. The second list - actions and negative consequences. Students should be aware that if they decide to do an action from the second list they have to be willing to accept the consequences.
- Brainstorm situations and consequences. Discuss alternative options to alter the consequences.
- Teacher discusses positive results of accepting consequences maturely (i.e. it can avoid even further more severe consequences).
- Use this skill to accept consequences when you have done something wrong.

Set the Stage:

- Have the students try to think of an action that does not have any consequences. (Conclusion: Every action has a consequence.)

Model/Role-play with Feedback

Role play situations:

- You forgot your homework assignment.
- You can't go to a movie because you didn't do your chores.
- You lost the money your friend asked you to keep for him/her.
- Your parents ground you for coming home late. You are given detention for being late to class or sent to the principal for talking back to teacher.
- Your car is taken away after a speeding ticket.
- You call someone names and get grounded.
- You lose TV privileges when you flunk a test.
- You are awarded a scholarship to go on to school for your excellent grades.
- You break your curfew and are grounded.
- You do not follow the rules at the bowling alley and are asked to leave.
- You spilled orange juice on your brother's new sweater.
- You got caught sneaking into the drive-in movie in the trunk of a friend's car. The movie manager called the police and your parents. (Walker and et al, 1988 p. 105-107)
- Your friend Barb told her a secret and you promised not to tell. You did tell. Barb found out, and now Barb is furious. (Walker and et al, 1988 p. 105-107)
- Your parents told you that you couldn't go to a party on Friday night. You went anyway, and they found out about it. (Walker and et al, 1988, p. 105-107)
- You backed into a telephone pole in your dad's car. (Walker and et al, 1988 p. 105-107)
- Students break into small groups and write script based on real life experience to present as skit for class.
- Students interview another student about the last time they received a consequence. Skill steps can be used as basis for questions.
- Student can be given checklist and asked to observe and rate behavior of sibling at home when a consequence is given to them by parent.

Application with Feedback

- This is a skill that is likely to be useful in the home setting. Parents are sent a checklist and are asked to rate students for a weekly interval. Parents can be asked to provide reinforcement if an agreed upon criteria is met.
- Teacher maintains checklist on desk and rates student whenever a consequence is given, providing feedback for student. Students who demonstrate use of all steps can be reinforced with lottery tickets or raffle chances.

BE ASSERTIVE 6.12

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to identify situations where he/she is being taken advantage of, ignored, mistreated, or teased.
2. The student will be able to stand up for self in an assertive manner.

Process Steps:

1. Recognize that you are dissatisfied. Pay attention to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.
2. Decide what happened to make you feel dissatisfied.
3. Think about ways in which you might stand up for yourself and choose one.
4. Stand up for yourself in a direct and responsible way. (Goldstein and et al, 1980 p. 112)

Note: This skill is particularly important for withdrawn or shy trainees, as well as those who respond in a typically aggressive way. (Goldstein and et al, 1980 p. 112)

Discuss

Definition: **Being assertive is being able to stand up for your rights or to tell someone they've upset you without making them angry.**

Rationale: **If you can give negative feedback appropriately, people will be less likely to be upset with you and more likely to change their behavior.**

Where/When/Comments:

- Make a list of comments that include polite, assertive, and aggressive remarks. Have the students determine which of the three types of comments they are.

For example:

Polite "It's your bedtime. Would you please get into bed?"

Assertive "It is your bedtime. You need to get into bed now."

Aggressive "If you don't get into bed, you've had it!"

- Prepare a list of situations that includes times when a polite comment would be appropriate and others when an assertive comment would be necessary.

For example:

Polite Your teacher passed out scissors for a craft project and he accidentally gave you a pair for a left-handed person. You are not left-handed.

Assertive You bought a cassette player that came with a full one-year guarantee.

One month later, it did not work. You asked the salesperson to replace it or fix it.

The salesperson ignored the warranty and refused.

- Have students compare the difference between being assertive and being aggressive. (Mayo and Walto, 1986 p.199) Compare three communication styles: "doormat," "bully," and "adult." Pictures included. (Deckert and et al, 1989 p. 34-41) When someone asks you to do something you can't do, you should say 'no' politely. Sometimes you have to say 'no' when friends ask you to help them, share something with them, or do them a favor. You need to say why you can't do it. (Walker and et al, 1988 p. 97-98)
- Use this skill when you are being taken advantage of, ignored, or mistreated.

Model/Role-play with Feedback

- Students list things they can't do, then discuss how they can politely say 'no' when they are asked to do something they can't do.
- Students practice use of "I" statements either on teacher made worksheet or in pairs.
- Students look for examples of individuals who are being taken advantage of (pictures, TV shows, books, news articles and make a script for that individual to be assertive.
- Worksheets: Students identify communication characteristics of "doormat," "bully," "adult" styles. (Deckert and et al, 1989 p.36-38)
- Makes posters for classroom, illustrating communication styles.

Role play situations:

- Your older brother borrows your bicycle without asking.
- You talk with parent about need for more privacy.
- Your sister borrows clothes and returns them dirty.
- A parent is "on your case" for little things.
- Your brother/sister took your clothes without asking.
- You are playing Candyland and your turn gets skipped.
- A classmate continues to distract you in class.
- Your teacher blames you for something unfairly.
- You keep raising your hand, but the teacher never calls on you.
- You are in the lunch line and a classmate butts in front of you.
- You see a classmate take your pencil off your desk
- You are sitting with one group of friends at lunch and another person asks you to sit by her.
- You are working hard to finish your math.(there are only a few minutes left) and the teacher asks you to collect papers.
- You saved your money and bought a new ball. Another student asks to play with it, but you're not ready to share.
- A teacher embarrasses you in front of class.
- A friend hasn't returned (record, book, ball) he borrowed last month.
- A waitress has not returned your change after two requests.
- You talk with peer after not being chosen for the club (team).

Videos: Positive & Negative examples (Walker and et al, 1988 p.98) Video: (Hazel and et al, 1980 p. 75-76)

Application with Feedback

- Journal writing stimulus questions: Tell about a time you were teased. How did you react? Would you act differently if it happened again?
 - Teacher arranges situation possibly with another teacher, such as cafeteria worker to leave dessert of a student's tray, or the teacher can tell student she has not turned in a particular assignment.
-

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AVOID TROUBLE 6.13

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to identify potential problem situations.
2. The student will be able to remain uninvolved in a potentially trouble-causing situation.
3. The student will choose alternative activity when faced with negative situation.

Process Steps:

1. Decide if you are in a situation that might get you into trouble.
2. Decide if you want to get out of the situation.
3. Tell others what you have decided and why.
4. Suggest other things you might do.
5. Do what you think is best for you. (Goldstein and et al, 1980 p. 114)

Discuss

Definition: **Avoiding trouble is saying no to peers when they suggest a wrong or illegal activity; the ability to suggest an alternate activity and or graceful get out of an activity if necessary. It also may mean avoiding situations or people who are likely to involve trouble or conflict.**

Rationale: **Rationales for avoiding trouble, i.e. avoidance of negative consequences; pride in making good decisions.**

Where/When/Comments:

- Discuss advantages of learning to avoid trouble, such as avoiding possible consequences, feeling proud of ability to make good decisions, etc.
- Discuss situations where avoiding trouble might be used such as playground, neighborhoods, homes, hallways, etc.
- Brainstorm activities or environments conducive to trouble.
- Discuss - Resist a potential trouble situation unless the person threatens to harm you. Go along only until you can get away or get help. Never argue with the person trying to influence you.

Model/Role-play with Feedback

Divide class into groups of 5. Give each member one of skill steps written on a slip of paper not including step #. Each group should line up so steps are in order. Each fully explains his step to group.

- Students complete worksheet or quiz on skill steps.
- Students review skill steps on Being Assertive. Students brainstorm on ways to tell their friends

"no" in a firm but non-threatening way.

- Students break into small groups and are given a situation. They must decide if it could cause trouble and list all possible consequences if they choose to join in.
- Watch an episode of Wonder Years where main character gets in trouble. Write or discuss alternatives to avoid trouble. Or...show 'Up To Trouble' and have students write a new ending script where character avoids further trouble and consequences.

Role play situations:

- You tell classmates he/she will not cut class with them.
- You refuse to drive family car without permission.
- You decide not to shoplift.
- Your friends are using drugs.
- Your friend asks you to smoke a cigarette.
- A group of your friends are teasing a classmate at recess or at bus stop.
- Your older brother tells you to lie to your parents to protect him.
- Another student wants you to help him/her cheat on a test.
- Your brother or sister wants you to take money from your parents.
- A group of your peers are hanging out after curfew.

Application with Feedback

- Students self record performance on a fill-in-the-blank worksheet or checklist. Student notes what they said to the others, final decision (join in or not), and alternative activity if appropriate.
- Gym teacher, lunch staff, recess staff, etc., are given checklists and asked to fill in any instances where students are observed using skill. Teacher should provide appropriate positive reinforcement.
- Blank checklists are made available in class for use as students observe others using skill.

AVOID FIGHTS 6.14

Goal: To improve conflict management skills

Objective(s):

1. The student will maintain self control when in a stressful situation.
2. The student will demonstrate alternatives to fighting, such as walking away, using verbal discussion, or asking for help.

Process Steps:

1. Stop and count to ten.
2. Decide what the problem is.
3. Think about your choices:
 - a. Walk away for now.
 - b. Talk to the person in a friendly way.
 - c. Ask someone for help in solving the problem.
4. Act out your best choice. (McGinnis and Goldstein, 1980 p. 149)

Discuss

Definition: Staying out of fights means staying out of situations where anger controls the person's choices and avoiding physical confrontations.

Rationale: It is important to avoid fights to prevent physical harm to the other person and/or yourself. there are often negative consequences for fighting, and legal consequences may be given (for example, assault, destruction of property, disorderly conduct, etc.). Fighting causes emotional harm, does not solve the problem, and may lead to continued fighting.

Where/When/Comments:

- Review the skill using self control.
- Discuss why it is important to avoid fights, (legal and school) .
- Situations - Brainstorm situations and reasons when avoiding fights is important: at all times; does not solve the problem and consequences can be severe; situations may include school, especially recess or before and after school; on the street in the neighborhood.
- Review body signals with students, which can be useful in helping students determine the best way to handle the situation.
- Discuss that fighting will not solve the problem and may lead to further fighting.
- For the student who appears to be very easily angered, the teacher may utilize "Anger Control Training" from the Prepare Curriculum, by Goldstein.

Set the Stage:

- Display a bulletin board or collage with news articles showing arrests and/or consequence (hospitalization) of physical aggression.

Model/Role-play with Feedback

- Practice using the appropriate nonverbal behaviors when talking to the other person to avoid fighting or when asking for help to avoid a fight: (Special School District, 1989 p.263)

- a) face the person
- b) make eye contact
- c) use a neutral tone of voice
- d) have a neutral facial expression
- e) keep a straight body posture

- Students write script based on real experience. They select actors and enact the skit.
- Students watch cartoons and note decision of characters.
- Students should list possible alternate behaviors to fighting.
- Students view teacher selected portions of movies (such as The Karate Kid), noting choices made by characters.

Role play situations:

- Someone says you did poorly on your school work.
- Your younger sibling tattles on you.
- Someone doesn't play fairly in a game or calls you a name.
- A classmate is angry at you and makes a threatening gesture.
- You see a group of your friends fighting another group of students at your bus stop.
- A classmate talks about your family unkindly.
- Someone takes food off your lunch tray.
- Classmate purposely trips you when you walk by.
- You see a neighbor riding your bicycle which was stolen from your driveway.

Role Play situations from Walker and et al, 1988 p. 68-70:

- You are walking to a friend's house in the late afternoon. A car full of kids you don't know stops, and they start yelling threatening things to you. You are about one-half block from your friend's house.
- It's early in the morning and the school isn't open yet. While you are waiting by the door to get in, three other students come up to you. They start harassing you.
- You are on the school bus and the kid in the seat behind you grabs you around the neck and starts choking you. He and all his friends laugh. Then he finally lets you go.
- The school bully backs you up against your locker and demands that you give him your lunch money or he'll break your thumbs.
- It is your first day as a freshman (or sophomore) in high school. Your school has a policy of no initiations for new students, but you are approached by two older and bigger students who want to initiate you by making you wear some silly clothes and painting you up. They say that if you don't do this they will beat you up.
- While you are waiting for the bus at school, a larger student grabs your books and throws them

onto another bus that is pulling away from the curb. When you protest to the student, he/she starts to threaten you.

- On the bus to school, an older student gets on the bus and pushes you out of your seat so that he/she can sit down.
- At the dance, you have just finished dancing with someone when another student comes up to you and tells you that you are dancing with his/her girlfriend/boyfriend and that if you do it again you will be sorry. Then he/she hits you in the stomach.
- You are at the grocery store shopping for your mother when you are approached by a gang of kids older than you. They tell you to steal some magazines for them or they will beat you up when you come out of the store.
- You are at a school football game when a group of students tell you to leave the game or they will beat you up.

Application with Feedback

- Teacher completes checklist when students become involved in any fight, noting strengths and weaknesses in demonstration of process step. Specific feedback is given to student in private discussion. Situation can be reenacted to demonstrate a positive outcome at a later point.
- Parent checklist is sent home. Parents are asked to role-play situation and/or provide feedback on student's performance.

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DEAL WITH ACCUSATIONS 6.15

Goal: To improve conflict management skills

Objective(s):

1. The student will maintain self control when faced with an accusation.
2. The student will be able to accept responsibility of something when justly accused.
3. The student will be able to calmly and sincerely explain self when faced with an unjust accusation.

Process Steps:

1. Stop and say " I have to calm down."
2. Think about what the person has accused you of.
3. Ask yourself "Is the person right?"
4. Think about your choices:
 - a. Explain, in a friendly sincere way, that you didn't do it.
 - b. Apologize.
 - c. Offer to make up for what happened. (McGinnis and Goldstein, 1980 p. 152)
5. Act out your best choice.

Discuss

Definition: An accusation is when someone says you did something. It may or may not be true. Dealing with an accusation means you are able to keep self control when this happens, and either accept the consequences or explain the truth.

Rationale: If you deal with an accusation appropriately, people will be more likely to listen to what you have to say and believe you. Overreacting could result in negative consequences.

Where/When/comments:

- Use this skill whenever someone accuses you of something you did not do prior to teaching this skill.
- Ensure that students have mastered skill of accepting consequences prior to teaching this skill.
- Discuss reasons why one person may falsely accuse another person (i.e. not having all the facts, jumping to conclusions, etc.)
- Discuss our judicial system of being innocent until proven guilty. Set up a mock trial with judge, jury, defendant, plaintiff, and lawyers.

- Ask students to describe situations when they have disagreed with their parents and how they came to an agreement.
- Ask students how they feel about a person who always has to have his way and is unwilling to "bend" a little.
- Prepare and read situations where there is a disagreement between two people. Tell them what ended up happening. Have the students determine if any compromising occurred.
- Prepare and read the students a story that sounds as if one person did something wrong. Ask the students to make an accusation based on the information given to them. Next, give additional information about the situation which shows that someone else did it. Lead into a discussion that things are not always what they seem.
- Discuss why it is important to gather all the facts before making an accusation.
- Differentiate between receiving constructive criticism and an accusation.

Set the stage:

- Watch a TV program i.e. "Perry Mason", in which the defendant is innocent. Discuss how students were convinced that the defendant was proven innocent. Discuss how students were convinced that the defendant was innocent.
- Play the game "Clue".

Model/Role-play with Feedback

- Students can complete worksheets on skill steps (listing, filling in blanks, etc.).
- Students can be broken into small groups and participate in composing a script, practicing roleplays and/or providing feedback to each other.
- Students can watch videotapes (pre-recorded television shows or roleplays) to determine which steps are demonstrated.
- Students are asked to keep a list of any incidents in which an accusation was made of them. • Students then report back and discuss incident and response in small groups or class discussion.

Role play situations:

- Your teacher has accused you of cheating.
- Your parents accuse you of breaking something.
- Your friend accuses you of stealing something that wasn't yours.
- Your neighbor blames you for breaking his window.
- Your friend calls you a liar.
- Your parents say you are too irresponsible to stay out late.
- You are accused of shoplifting the sweater you are wearing by a store owner but you have the receipt at home.
- Your best friend hears another person spreading an untrue rumor about you.

Application with Feedback

- Prearrange situations with other school staff where students will be faced with an accusation. Examples: Playground staff reports that student would not follow directions, neighboring teacher reports student was running or was loud in halls, PE teacher reports student didn't shower or was poor sport, etc. Teacher completes checklist and gives student feedback on use of steps.
- Checklist can be sent home for parent to monitor for use of skill or for student to use as self evaluation tool.

- Student can be given accusation to make of classmate (i.e., you have my pencil etc.). Accuser can then complete checklist or teacher can evaluate response.
 - Parents rate students based on their use of this skill at home.
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Social Skills Curriculum Guide, 1992

DEAL WITH CONTRADICTIONS 6.16

Goal: To improve conflict management skills

Objective(s):

1. The student will be able to identify with contradictions.
2. The student will be able to ask questions to clarify contradictions.

Process Steps:

1. Decide if there is a contradiction (two opposite things at the same time).
2. If so, ask the person what was really meant.

Discuss

Definition: Dealing with a contradiction is what you do when people seem to be telling you two different things or sending you two messages that seem to be opposites. A contradiction can be a message through words, actions, or body language.

Rationale: It is important to use this skill so you are not confused about what people want you to do or think. If you are confused about what people are telling you, you won't know how to act.

Where/When/Comments:

- Use this skill whenever a person seems to be telling you two opposite things at the same time, either with words, actions, or body language.
- Use this skill whenever two people tell you to do opposite things (2 parents, teachers, etc.).
- The teacher should act out a variety of situations in which a person's words and body language give conflicting messages. Have the students discuss these mixed messages
- Introduce such terms as mixed messages, contradictions, and body language. Apply these terms to the skill through discussion.
- Discuss that contradictions can occur when more than one person is giving directions or instructions (mom and dad helping with homework).

Model/Role-play with Feedback

Role play situations:

- Your teacher says she is glad to see you but she is frowning.
- Your teacher says you have earned a break but she keeps giving you assignments.
- A new kid smiles and seems glad to see you but always says "no" when you ask him/her to do something.
- Your parents say they are proud of your school successes but ask why you got a B instead of an A.
- Your parents say you can get a dog, but then make excuses like the time isn't right, it's too big,

or too small.

- Your parents say they trust you but won't let you have friends over.
- A neighbor says, "Oh you're just old enough to be my main babysitter," but hires someone else.
- You explained long decision to your friend. Even though he looks puzzled, he says he gets it.
- Your mom says she isn't mad at you but she hasn't talked to you in three hours and won't look at you.
- Your older brother says he doesn't mind driving you to work. He is acting upset, however.

Application with Feedback

- Note home to parents describing skill and asking them to evaluate their child's use of the skill through suggested role play or informal observations. (SSSB, p. 243)
 - Home checksheet for student to use when confronted with a contradictory message.
-

Social Skills Curriculum Guide, 1992

RESPOND TO PERSUASION 6.17

Goal: To improve conflict management skills

Objective(s): The student will demonstrate the necessary skills to appropriately respond to persuasion.

Process Steps:

1. Listen to the other person's ideas on the topic.
2. Decide what you think about the topic. (Distinguish your own ideas from the ideas of others.)
3. Compare what he/she said with what you think.
4. Decide which idea you like better, and tell the other person about it.
5. Agree; disagree; modify; postpone a decision.

Discuss

Definition: Persuasion is when another person or a group tries to get you to believe and/or accept their ideas. Responding to persuasion is the step you can take to help decide if you should accept the other person's ideas or keep your own.

Rationale: It is important to know how to respond to persuasion so that you can make good choices about what you should do. It can help you to keep from giving in to negative influences. It can help you to think before believing something that may not be true.

Where/When/Comments:

- Use this skill when people are trying to get you to believe something they believe.
- Use this skill when evaluating advertisement tactics.
- Discuss good and bad methods of persuasion and good/bad reasons for persuasion. (You'll have fun, I won't be your friend, Everyone's doing it, It's supposed to be good).
- Discuss why people use persuasion, good and bad consequences of responding to persuasion, and why it's important to think before you act.

Model/Role-play with Feedback

- Write a speech persuading others to believe in a cause or take an action. Class responds by supporting their own beliefs.
- Hold a mock debate.
- View TV ads for toys, movies, etc. Students analyze the components of ads that are trying to persuade them. Encourage them to think for themselves using process steps.

Role play situations:

- You deal with high-pressure sales pitch to buy a magazine subscription.
- Your friends want you to try drugs.
- Your friend tries to persuade you to go to the movies with him but you need to study for a test,

babysit your brother, clean your room.

- Your parents push you to wear a certain outfit to a dance.
- Your friend picks you up before school and tries to talk you into cutting school.
- Your friends want to borrow your expensive new sweater.
- Your peer tries to talk you into taking your dad's new car for a drive.
- Your friend wants you to help him steal newspapers off of driveways on the way to school.

Application with Feedback

- Student reports back to class about home activity utilizing persuasion with family or friends.
 - Home checksheet for parent to sign when student is observed to respond appropriately to persuasion.
 - Teacher sets up situation with cooperating student.
-

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ACCEPT CONSTRUCTIVE CRITICISM 6.18

Goal: To improve conflict management skills

Objective(s): The student will demonstrate the necessary skills to appropriately accept constructive criticism.

Process Steps:

1. Listen to what the person says.
2. Stop and think "Is it true?"
3. Decide whether to respond to the criticism.

Discuss

Definition: Constructive criticism is when someone says that what you've said or done would have been better if you had done it another way. Accepting constructive criticism means you can accept what the other person says, and know that the information is meant to be helpful. You do this without becoming upset.

Rationale: If a person can't accept constructive criticism it can lead to arguments or bad feelings. Knowing how to use this skill can help you know how to do things in a better way. People will have a positive attitude toward you and think you act maturely.

Where/When/Comments:

- Use this skill when someone is saying you could have done a better job on something (home, school, job).
- Small group discussion deciding which given examples are constructive vs. destructive (put down) criticism.
- Students brainstorm how they feel when receiving each type of criticism.
- Video teen without the skill: positive and negative examples (Hazel and et al, 1980 p. 79-81)
- Explain that students should listen to negative feedback, then calmly tell their side or ignore comment. This avoids arguments/disagreements.
- Discuss prejudice as a form of putting people down.

Model/Role-play with Feedback

- Videotape students role playing accepting constructive criticism and evaluate their performance using rating sheet.
- In a structured group setting give feedback to each member using the format, "3 smiles and a wish." The smiles are positive comments, the wish is a constructive criticism. Remind of skill steps and encourage respect from all.
- Conduct a "writer's workshop" where students write paragraph and circulate among other students to critique.
- Give students a multi-step art project. At end of each step, project is compared to model and given feedback by teacher. (macramé bracelet, puppets, etc.)
- Gather information from other teachers, who work with student.(shop class, academics, etc.)

- Keep a log of the feedback you receive from others about your abilities. Note who said it, how you felt about it, and whether you chose to accept or reject the judgment.

Role play situations:

- Your parents say you are not making good grades.
- Your parents criticize the way you cleaned your room.
- Your teacher says you are not working during class.
- Your friend complains about your lateness.
- Your boss criticizes you for not coming to work on the previous day

Application with Feedback

- Have older student come in to tutor and help students correct mistakes.
-

Social Skills Curriculum Guide, 1992

TAKE RESPONSIBILITY FOR BEHAVIOR 6.20

Goal: To improve conflict management skills

Objective(s): The student will demonstrate the ability to appropriately take responsibility for behavior.

Process Steps:

1. Review behavior with self or another person.
2. Decide what their part in the behavior is.
3. Accept your part using "self-talk".
4. Decide if you should follow-up. (apology, restitution, alternative behavior).

Discuss

Definition: Taking responsibility for behavior means you will admit when you've done or caused something without denying, arguing, or blaming others. You will also try to right a wrong.

Rationale: Ownership of or responsibility for behavior is the first step toward personal power. Only by owning what we do, do we have the possibility to make changes in our own lives. When we blame others for our behavior we have no power to change a situation.

Where/When/Comments:

- Use this skill when you realize you have done something wrong or when an authority figure confronts you on something you've done.
- Discuss possible outcomes of taking responsibility for behavior and consequences of not taking responsibility.
- Discuss why taking responsibility for behavior is good and shows maturity.
- Discuss situations where students have and have not taken responsibility for behavior.

Model/Role-play with Feedback

- Each student lists a specified number of things he/she is responsible for on a daily basis.
- Students make "Job Chart" for classroom responsibilities.
- Initiate honesty training.

Role play situations:

- You forget homework.
- You are told to clean the kitchen but watch TV instead.
- You get caught taking money from your mother's purse.
- You are told to wash family car.
- You need money for field trip.
- You want to earn increased privileges at home or school.
- Your teacher leaves the room during work time and catches you sleeping when she returns.

- You knock over a glass of milk in the living room.
- You are going on an errand for parent and meet a friend along the way.
- You hit another student by accident in P.E. get called on it.
- You get caught talking to a friend during math.

Application with Feedback

- Teacher sets up situation that makes each student responsible for a specific job.
-

Social Skills Curriculum Guide, 1992

SOCIAL SKILLS

Comprehensive Student Evaluation

CHILD'S/STUDENT'S NAME:

DATE:

Comprehensive Self-Evaluation of Social Skills

These questions are to help you better understand which social skills you have and which ones you need to work on. Please circle the answer you feel describes you best. This is to help you, so please be honest.

1. I look at people when I talk to them. (ISS: 1.1,1.3)

Never Sometimes Always

2. I greet adults and other students appropriately. (ISS: 1.4,1.5) (SRS: 3.3)

Never Sometimes Always

3. I can name and understand what I feel in different situations.(SEF: 2.1, 2.2)

Never Sometimes Always

4. I express my feelings appropriately. (SEF: 2.3)

Never Sometimes Always

5. I can name and understand what other people feel in different situations. (SEF: 2.6)

Never Sometimes Always

6. I can share other people's feelings with them (e.g. happiness, sadness). (SEF: 2.6)

Never Sometimes Always

7. I am able to make friends easily.(SRS)

Never Sometimes Always

8. I am able to keep friends for a long period of time. (SRS)

Never Sometimes Always

9. I am able to listen and understand what is said. (SRS: 3.8)

Never Sometimes Always

10. I am able to introduce myself and other people to a new person. (SRS: 3.10, 3.11)

Never Sometimes Always

11. I am able to have a conversation with another person. (SRS 3.15, 3.16, 3.17)

Never Sometimes Always

12. I know how to join others in an activity. (SRS: 3.18)
 Never Sometimes Always
13. I admit when I am wrong and apologize. (SRS: 3.20)
 Never Sometimes Always
14. I know how to ask for help when I need it. (SRS:3.23)
 Never Sometimes Always
15. I come to class prepared (e.g. bring pencils, books, etc.) (CS: 4.2)
 Never Sometimes Always
16. I follow school and classroom rules. (CS: 4.4)
 Never Sometimes Always
17. I am able to complete my assignments on time. (CS: 4.5)
 Never Sometimes Always
18. I come to class on time. (CS: 4.4, 4.6)
 Never Sometimes Always
19. I participate in classroom discussions. (SRS: 3.18, 3.19)
 Never Sometimes Always
20. I know how to take my turn when talking and don't interrupt. (SRS: 3.16, 3.19)
 Never Sometimes Always
21. I am able to understand what the problem is and solve it when I am upset. (DPS: 5.2, 5.3)
 Never Sometimes Always
22. I can set goals for myself and accomplish the goals. (DPS: 5.8)
 Never Sometimes Always
23. I am able to maintain self-control when I am upset. (CMS: 6.1)
 Never Sometimes Always
24. I know how to stand up for myself and for friends appropriately. (CMS: 6.4, 6.12)

Never Sometimes Always

25. I know how to take care of other people's things. (CMS: 6.5)

Never Sometimes Always

26. I am able to make my own decisions when others are pressuring me. (CMS: 6.9, 6.10)

Never Sometimes Always

27. I am able to accept the consequences of my behavior.(CMS: 6.20)

Never Sometimes Always

28. I am able to solve problems with others without getting into a fight. (CMS: 6.14)

Never Sometimes Always

29. I am able to tease someone without hurting his/her feelings. (CMS: 6.7)

Never Sometimes Always

30. I understand friendly teasing and don't get upset. (CMS: 6.8)

Never Sometimes Always

31. I am able to handle the situation when I'm blamed for something I didn't do. (CMS: 6.15)

Never Sometimes Always

32. I am able to accept criticism given to help me.(CMS: 6.18)

Never Sometimes Always

33. I am able to accept criticism without becoming upset when someone tells me I can't do something. (CMS: 6.19)

Never Sometimes Always

Codes to Indicate Domain:

ISS - Initial Social Skills

SEF - Skills for Expressing Feelings

SRS - Social Relationship Skills

CS - Classroom Skills

DPS - Decision-Making and Problem Solving Skills

CMS - Conflict Management Skills.

Specific objectives are indicated by number used in Skills Index.

SOCIAL SKILLS

PARENT / TEACHER SURVEYS

CHILD'S/STUDENT'S NAME:

DATE:

XVI. SURVEY FOR INITIAL SOCIAL SKILLS

This questionnaire seeks your honest responses to questions about your child's/this student's abilities in the area of social skills. Your answers will help his/her teacher select skills to be taught. Please rate him/her in the following areas.

THIS CHILD . . .

1. Looks at me to get my attention.

Never Sometimes Usually Don't Know

2. Looks back and forth from me to the object about which we're talking.

Never Sometimes Usually Don't Know

3. Continues looking at me while we're speaking.

Never Sometimes Usually Don't Know

4. Smiles at me when I talk to him/her.

Never Sometimes Usually Don't Know

5. Shows that he/she notices when others are in the room.

Never Sometimes Usually Don't Know

6. Stops an activity when someone begins speaking to him/her.

Never Sometimes Usually Don't Know

7. Knows what different facial expressions mean (*anger, happiness, sadness*).

Never Sometimes Usually Don't Know

8. Uses facial expressions to show feelings.

Never Sometimes Usually Don't Know

9. Uses his/her hand to push away or turns head to show refusal or "don't want".

Never Sometimes Usually Don't Know

10. Indicates wants by making noises or gesturing (*pointing, crying*).

Never Sometimes Usually Don't Know

11. Gets your attention by making noises (*calling or crying*).

Never Sometimes Usually Don't Know

12. Enjoys interacting with people.

Never Sometimes Usually Don't Know

13. Greets people by smiling or saying "Hi".

Never Sometimes Usually Don't Know

14. Takes turns when playing.

Never Sometimes Usually Don't Know

15. Plays alone.

Never Sometimes Usually Don't Know

16. Plays beside another child but not necessarily with him/her.

Never Sometimes Usually Don't Know

17. Plays make-believe games (*playing house, race cars*).

Never Sometimes Usually Don't Know

18. Shares things with others.

Never Sometimes Usually Don't Know

COMMENTS:

RESPONDENT'S SIGNATURE _____

CHILD'S/STUDENT'S NAME:

DATE:

XVII. SURVEY OF SKILLS FOR EXPRESSING FEELINGS

This questionnaire seeks your honest responses to questions about your child's/this student's abilities in the area of social skills. Your answers will help his/her teacher select skills to be taught. Please rate him/her in the following areas.

THIS CHILD . . .

1. Describes or names emotions and feelings he/she sees in others and understands them (*anger, happiness, fear, sadness*)

Never Sometimes Usually Don't Know

2. Knows his/her own feelings and emotions.

Never Sometimes Usually Don't Know

3. Expresses his/her feelings and emotions appropriately (*shows anger, fear, happiness, etc. when appropriate*).

Never Sometimes Usually Don't Know

4. Says "I feel. . ." or "I am. . ." to express feelings.

Never Sometimes Usually Don't Know

5. Uses socially appropriate language for body functions (*such as bathrooming, menstruation, gas*) and for body parts.

Never Sometimes Usually Don't Know

6. Avoids swearing and use of unacceptable language.

Never Sometimes Usually Don't Know

7. Recognizes the emotions that others are feeling (*anger, fear, disappointment, embarrassment, etc.*)

Never Sometimes Usually Don't Know

8. Knows what to do when she/he feels left out or ignored.

Never Sometimes Usually Don't Know

9. Knows what to do when she/he feels afraid.

Never Sometimes Usually Don't Know

10. Shows love and affection to family and friends appropriately.

Never Sometimes Usually Don't Know

11. Behaves appropriately when feeling embarrassed (*not angry or belligerent*).

Never Sometimes Usually Don't Know

12. Demonstrates self-control when feeling frustrated.

Never Sometimes Usually Don't Know

13. Handles disappointment and losing a game or contest well for his/her age.

Never Sometimes Usually Don't Know

14. Handles winning and success well (*doesn't brag too much or make others feel bad*).

Never Sometimes Usually Don't Know

15. Finds something to do when feeling bored..

Never Sometimes Usually Don't Know

16. Does not over-react or become violent when feeling angry. Handles anger well.

Never Sometimes Usually Don't Know

17. Is honest and tells the truth.

Never Sometimes Usually Don't Know

18. Shares things with others.

Never Sometimes Usually Don't Know

COMMENTS:

RESPONDENT'S SIGNATURE_____

CHILD'S/STUDENT'S NAME:

DATE:

XVIII. SURVEY FOR SOCIAL RELATIONSHIP SKILLS

This questionnaire seeks your honest responses to questions about your child's/this student's abilities in the area of social skills. Your answers will help his/her teacher select skills to be taught. Please rate him/her in the following areas.

THIS CHILD . . .

1. Knows how and when to thank a person.

Never Sometimes Usually Don't Know

2. Plays cooperatively with others.

Never Sometimes Usually Don't Know

3. Makes and keeps friends.

Never Sometimes Usually Don't Know

4. Greets others appropriately.

Never Sometimes Usually Don't Know

5. Understands gestures and facial expressions.

Never Sometimes Usually Don't Know

6. Uses socially acceptable gestures and facial expressions to communicate.

Never Sometimes Usually Don't Know

7. Understands the meaning of a message by your tone of voice (*knows when you are mad*).

Never Sometimes Usually Don't Know

8. Uses a tone of voice that matches what he/she is feeling.

Never Sometimes Usually Don't Know

9. Appears to listen to and understand what you say.

Never Sometimes Usually Don't Know

10. Behaves/interacts in a confident manner (*assertive, but not aggressive*).

Never Sometimes Usually Don't Know

11. Recognizes aggressive, passive, and assertive communication styles (*bully, doormat, adult*).

Never Sometimes Usually Don't Know

12. Behaves appropriately in a variety of settings.

Never Sometimes Usually Don't Know

13. Introduces him/herself and others.

Never Sometimes Usually Don't Know

14. Stays a comfortable distance from another when talking.

Never Sometimes Usually Don't Know

15. Interacts differently with strangers, family, friends, authority figures, etc.

Never Sometimes Usually Don't Know

16. Understands and uses appropriate touch.

Never Sometimes Usually Don't Know

17. Begins a conversation appropriately.

Never Sometimes Usually Don't Know

18. Maintains a conversation appropriately.

Never Sometimes Usually Don't Know

19. Ends a conversation appropriately.

Never Sometimes Usually Don't Know

20. Knows how to approach and join in a group.

Never Sometimes Usually Don't Know

21. Knows how to interrupt or gain attention.

Never Sometimes Usually Don't Know

22. Apologizes when needed.

Never Sometimes Usually Don't Know

23. Receives compliments without being embarrassed.

Never Sometimes Usually Don't Know

24. Gives compliments without being embarrassed.

Never Sometimes Usually Don't Know

25. Knows when and how to ask for help.

Never Sometimes Usually Don't Know

26. Offers help when necessary.

Never Sometimes Usually Don't Know

27. Accepts help when it is needed.

Never Sometimes Usually Don't Know

28. Knows how to ask for a favor.

Never Sometimes Usually Don't Know

29. Knows when to laugh, act angry, or sad.

Never Sometimes Usually Don't Know

COMMENTS:

RESPONDENT'S SIGNATURE _____

CHILD'S/STUDENT'S NAME:

DATE:

XIX. SURVEY OF CLASSROOM SKILLS

This questionnaire seeks your honest responses to questions about your child's/this student's abilities in the area of social skills. Your answers will help his/her teacher select skills to be taught. Please rate him/her in the following areas.

THIS CHILD . . .

1. Asks adults for help when necessary.

Never Sometimes Usually Don't Know

2. Brings necessary materials to class (*books, pencils, etc.*)

Never Sometimes Usually Don't Know

3. Follows oral directions.

Never Sometimes Usually Don't Know

4. Follows classroom and school rules.

Never Sometimes Usually Don't Know

5. Completes his/her assignments.

Never Sometimes Usually Don't Know

6. Uses his/her time wisely.

Never Sometimes Usually Don't Know

7. Tries when things are difficult.

Never Sometimes Usually Don't Know

8. Is willing to take a chance at something new.

Never Sometimes Usually Don't Know

COMMENTS:

RESPONDENT'S SIGNATURE _____

Social Skills Curriculum Guide, 1992

CHILD'S/STUDENT'S NAME:

DATE:

XX. SURVEY FOR DECISION-MAKING & PROBLEM SOLVING SKILLS

This questionnaire seeks your honest responses to questions about your child's/this student's abilities in the area of social skills. Your answers will help his/her teacher select skills to be taught. Please rate him/her in the following areas.

THIS CHILD...

1. Anticipates or tells which future situations will be difficult for him/her to handle.
 Never Sometimes Usually Don't Know

2. Explains or identifies exactly what the problem is that he/she is having.
 Never Sometimes Usually Don't Know

3. Lists possible solutions or answers to a problem he/she is having.
 Never Sometimes Usually Don't Know

4. Predicts or tells what will happen (*consequences*) for every possible solution to a problem that he/she has.
 Never Sometimes Usually Don't Know

5. Considers all the possible answers to a problem and then decides on the best one (*selects best solution*).
 Never Sometimes Usually Don't Know

6. Convinces or persuades others of the reason(s) why his/her solution or answer is the best one for the problem.
 Never Sometimes Usually Don't Know

7. Looks at a list of things to do (*or goals*) and puts them in order of most important to least important (*prioritize*).
 Never Sometimes Usually Don't Know

8. Sets goals that he/she wants to accomplish.
 Never Sometimes Usually Don't Know

9. Follows through to achieve goals that he/she has set.
 Never Sometimes Usually Don't Know

COMMENTS:

RESPONDENT'S SIGNATURE _____

Social Skills Curriculum Guide, 1992

CHILD'S/STUDENT'S NAME:

DATE:

XXI. SURVEY OF CONFLICT MANAGEMENT SKILLS

This questionnaire seeks your honest responses to questions about your child's/this student's abilities in the area of social skills. Your answers will help his/her teacher select skills to be taught. Please rate him/her in the following areas.

THIS CHILD . . .

1. Uses self-control during disagreements with others, or when upset.

Never Sometimes Usually Don't Know

2. Knows which situations will be stressful or upsetting to him/her.

Never Sometimes Usually Don't Know

3. Relaxes or calms him/herself when in a conflict or stressful situation.

Never Sometimes Usually Don't Know

4. Appropriately stands up for his/her friends.

Never Sometimes Usually Don't Know

5. Shows respect for other people's things.

Never Sometimes Usually Don't Know

6. Shows respect for other people and their rights.

Never Sometimes Usually Don't Know

7. Meets a person "half-way" when working to solve a problem.

Never Sometimes Usually Don't Know

8. Teases only in a friendly way (*does not hurt others' feelings*).

Never Sometimes Usually Don't Know

9. Knows what to do when he/she is teased.

Never Sometimes Usually Don't Know

10. Knows when peers are trying to influence or pressure him/her.

Never Sometimes Usually Don't Know

11. Knows what to do when peers are trying to influence or pressure him/her.

Never Sometimes Usually Don't Know

12. Accepts consequences for his/her behavior.

Never Sometimes Usually Don't Know

13. States his/her thoughts and/or feelings in a confident, firm manner.

Never Sometimes Usually Don't Know

14. Recognizes and avoids situations that could cause trouble.

Never Sometimes Usually Don't Know

15. Avoids the use of fighting to solve problems.

Never Sometimes Usually Don't Know

16. Knows what to say or do when accused of something.

Never Sometimes Usually Don't Know

17. Knows when he/she is receiving messages which are unclear and asks for further explanations.

Never Sometimes Usually Don't Know

18. Knows when to accept persuasion and when to appropriately stand his/her ground.

Never Sometimes Usually Don't Know

19. Accepts constructive criticism without getting defensive (*angry*).

Never Sometimes Usually Don't Know

20. Responds appropriately when told "no" by an authority figure.

Never Sometimes Usually Don't Know

21. Views his/her behavior accurately and accepts responsibility for it.

Never Sometimes Usually Don't Know

COMMENTS:

RESPONDENT'S SIGNATURE _____

Social Skills Curriculum Guide, 1992
Special School District of St. Louis County

SOCIAL SKILLS

Student (Self) Surveys

CHILD'S/STUDENT'S NAME:

DATE:

XXII. SURVEY FOR INITIAL SOCIAL SKILLS

This questionnaire seeks your honest responses to questions about your abilities in the area of social skills. Your answers will help your teacher select skills to be taught. Please rate yourself in the following areas.

1. I continue looking at the person I'm speaking to during a conversation.

Never Sometimes Usually Don't Know

2. I know how someone is feeling by the look on his/her face (*angry, happy, sad*).

Never Sometimes Usually Don't Know

3. I enjoy talking with other people.

Never Sometimes Usually Don't Know

4. I take turns when playing with others.

Never Sometimes Usually Don't Know

5. I greet people by smiling or saying "Hi".

Never Sometimes Usually Don't Know

6. I find activities to do when I'm by myself.

Never Sometimes Usually Don't Know

7. I'm able to play make-believe games (*playing house, race cars*).

Never Sometimes Usually Don't Know

8. I share things with others.

Never Sometimes Usually Don't Know

What do you think would help you get along better with people?

CHILD'S/STUDENT'S NAME:

DATE:

XXIII. SURVEY FOR DECISION-MAKING & PROBLEM SOLVING SKILLS

This questionnaire seeks your honest responses to questions about your abilities in the area of social skills. Your answers will help your teacher select skills to be taught. Please rate yourself in the following areas.

1. I know when something will be hard for me.

Never Sometimes Usually Don't Know

2. I can figure out what the problem is that I'm having in a difficult situation.

Never Sometimes Usually Don't Know

3. I list possible solutions or answers to a problem I'm having.

Never Sometimes Usually Don't Know

4. I know what would happen if I chose a particular solution.

Never Sometimes Usually Don't Know

5. I can consider all the possible answers to a problem and then decide on the best one (*select best solution*).

Never Sometimes Usually Don't Know

6. I can convince or persuade others of the reason(s) why my solution or answer is the best one for the problem.

Never Sometimes Usually Don't Know

7. I can look at a list of problems (*or goals*) and put them in order of most important to least important (*prioritize*).

Never Sometimes Usually Don't Know

8. I can set goals that I want to accomplish.

Never Sometimes Usually Don't Know

9. I can follow through to achieve goals that I have set.

Never Sometimes Usually Don't Know

What do you think would help you get along better with people?

Social Skills Curriculum Guide, 1992

CHILD'S/STUDENT'S NAME:

DATE:

XXIV. SURVEY OF CONFLICT MANAGEMENT SKILLS

This questionnaire seeks your honest responses to questions about your abilities in the area of social skills. Your answers will help your teacher select skills to be taught. Please rate yourself in the following areas.

1. I use self-control during disagreements with others, or when I'm upset.

Never Sometimes Usually Don't Know

2. I know which situations will be stressful or upsetting to me.

Never Sometimes Usually Don't Know

3. I know how to relax or calm myself when in a conflict or stressful situation.

Never Sometimes Usually Don't Know

4. I stand up for my friends without getting in trouble.

Never Sometimes Usually Don't Know

5. I don't take or damage other people's things.

Never Sometimes Usually Don't Know

6. I show respect for other people and their rights.

Never Sometimes Usually Don't Know

7. I am able to meet a person "half-way" when working to solve a problem.

Never Sometimes Usually Don't Know

8. I tease only in a friendly way (*do not hurt others' feelings*).

Never Sometimes Usually Don't Know

9. I know what to do when I am teased.

Never Sometimes Usually Don't Know

10. I know when friends are trying to influence or pressure me.

Never Sometimes Usually Don't Know

11. I know what to do when friends or peers are trying to influence or pressure me.

Never Sometimes Usually Don't Know

12. I accept consequences for my behavior.

Never Sometimes Usually Don't Know

13. I stand up for myself without getting into trouble.

Never Sometimes Usually Don't Know

14. I state my thoughts and/or feelings in a confident, firm manner.

Never Sometimes Usually Don't Know

15. I avoid situations that could cause trouble.

Never Sometimes Usually Don't Know

16. A don't fight to solve problems.

Never Sometimes Usually Don't Know

17. I know what to say or do when accused of something.

Never Sometimes Usually Don't Know

18. I know when I am receiving messages which are unclear and I ask for clarification.

Never Sometimes Usually Don't Know

19. I know when to accept persuasion and when to appropriately stand my ground.

Never Sometimes Usually Don't Know

20. I accept correction without getting angry.

Never Sometimes Usually Don't Know

21. I respond appropriately when told "no" by an authority figure (*teacher, parent, police*).

Never Sometimes Usually Don't Know

22. I view my behavior accurately and accept responsibility for it.

Never Sometimes Usually Don't Know

What do you think would help you get along better with people?

CHILD'S/STUDENT'S NAME:

DATE:

XXV. SURVEY OF CLASSROOM SKILLS

This questionnaire seeks your honest responses to questions about your abilities in the area of social skills. Your answers will help your teacher select skills to be taught. Please rate yourself in the following areas.

1. I ask adults for help when needed.

Never Sometimes Usually Don't Know

2. I bring necessary materials to class (*books, pencils, etc.*).

Never Sometimes Usually Don't Know

3. I follow spoken directions.

Never Sometimes Usually Don't Know

4. I follow classroom and school rules.

Never Sometimes Usually Don't Know

5. I complete my assignments.

Never Sometimes Usually Don't Know

6. I don't waste my time when I'm working.

Never Sometimes Usually Don't Know

7. I try even when things are difficult for me.

Never Sometimes Usually Don't Know

8. I'm willing to take a chance at something new.

Never Sometimes Usually Don't Know

What do you think would help you get along better with people?

CHILD'S/STUDENT'S NAME:

DATE:

XXVI. SURVEY OF SKILLS FOR EXPRESSING FEELINGS

This questionnaire seeks your honest responses to questions about your abilities in the area of social skills. Your answers will help your teacher select skills to be taught. Please rate yourself in the following areas.

1. I can tell how someone is feeling by looking at them.

Never Sometimes Usually Don't Know

2. I can tell when I'm angry, happy or sad.

Never Sometimes Usually Don't Know

3. I show my feelings without getting in trouble.

Never Sometimes Usually Don't Know

4. I say "I am sad, angry or happy" when I want to tell someone how I feel.

Never Sometimes Usually Don't Know

5. I don't swear or use words that get me in trouble.

Never Sometimes Usually Don't Know

6. I know what to do when I feel left out or ignored without getting into trouble.

Never Sometimes Usually Don't Know

7. I know what to do when I feel afraid.

Never Sometimes Usually Don't Know

8. I show that I love my family and friends without getting anyone in trouble.

Never Sometimes Usually Don't Know

9. I know what to do when I feel embarrassed without getting in trouble.

Never Sometimes Usually Don't Know

10. I show self-control when I feel frustrated.

Never Sometimes Usually Don't Know

11. I can lose a game without getting angry.

Never Sometimes Usually Don't Know

12. I can win without bragging or making others feel bad.

Never Sometimes Usually Don't Know

13. I can find activities to do when I feel bored.

Never Sometimes Usually Don't Know

14. I do not yell or get in fights when I'm mad.

Never Sometimes Usually Don't Know

15. I'm honest and I tell the truth.

Never Sometimes Usually Don't Know

What do you think would help you get along better with people?

CHILD'S/STUDENT'S NAME:

DATE:

SURVEY FOR SOCIAL RELATIONSHIP SKILLS

This questionnaire seeks your honest responses to questions about your abilities in the area of social skills. Your answers will help your teacher select skills to be taught. Please rate yourself in the following areas.

1. I thank a person when needed.

Never Sometimes Usually Don't Know

2. I get along with others when I'm playing or working in a group.

Never Sometimes Usually Don't Know

3. I can make and keep friends.

Never Sometimes Usually Don't Know

4. I say "Hi" or smile when I see people I know.

Never Sometimes Usually Don't Know

5. I understand hand signals that people use to mean "Come here," "Be quiet," "Okay," and "Stop".

Never Sometimes Usually Don't Know

6. I can use hand signals to tell people "Come here," "Be quiet," "Okay," and "Stop".

Never Sometimes Usually Don't Know

7. I understand the meaning of a message by someone's tone of voice (*know when they are mad*).

Never Sometimes Usually Don't Know

8. I can use a tone of voice that matches what I am feeling.

Never Sometimes Usually Don't Know

9. I have good listening habits such as looking at the speaker and ignoring distractions.

Never Sometimes Usually Don't Know

10. I act with self-confidence without being a bully or aggressive.

Never Sometimes Usually Don't Know

11. I recognize different ways of talking to people (*bully, doormat, adult*).

Never Sometimes Usually Don't Know

12. I know how to act in different situations (*school, party, home*).

Never Sometimes Usually Don't Know

13. I introduce myself and others when meeting new people.

Never Sometimes Usually Don't Know

14. I know how close to stand next to someone when we're talking.

Never Sometimes Usually Don't Know

15. I act differently with strangers, friends, family and teachers.

Never Sometimes Usually Don't Know

16. I use only appropriate touching.

Never Sometimes Usually Don't Know

17. I know how to start a conversation.

Never Sometimes Usually Don't Know

18. I know how to continue a conversation.

Never Sometimes Usually Don't Know

19. I know what to say when I need to end a conversation.

Never Sometimes Usually Don't Know

20. I know how to approach and join in a group.

Never Sometimes Usually Don't Know

21. I know how to interrupt or gain attention appropriately.

Never Sometimes Usually Don't Know

22. I apologize when needed.

Never Sometimes Usually Don't Know

23. I'm not embarrassed when someone compliments me.

Never Sometimes Usually Don't Know

24. I give compliments without being embarrassed.

Never Sometimes Usually Don't Know

25. I know when and how to ask for help.

Never Sometimes Usually Don't Know

26. I often help when necessary.

Never Sometimes Usually Don't Know

27. I accept help when needed.

Never Sometimes Usually Don't Know

28. I know how to ask for a favor.

Never Sometimes Usually Don't Know

29. I know when to laugh, act angry, or sad.

Never Sometimes Usually Don't Know

What do you think would help you get along better with people?

SOCIAL SKILLS CURRICULUM

Progress Reports

SOCIAL SKILLS:

Progress Reports & Domain Quizzes

Progress Reports

Initial Social Skills Progress Report

Skills for Expressing Feelings Progress Report

Social Relationship Skills Progress Report

Classroom Skills Progress Report

Decision-Making & Problem Solving Skills Progress Report

Conflict Management Skills Progress Report

Domain Quizzes

Initial Social Skills Quiz

Skills for Expressing Feeling Quiz

Social Relationship Skills Quiz

Classroom Skills Quiz

Decision Making and Problem Solving Quiz

Conflict Management Skills Quiz

INITIAL SOCIAL SKILLS PROGRESS REPORT

STUDENT'S NAME

SSD#

D.O.B.

		ACQUISITION STAGES		
		I	S	A
Initiates eye contact	Date			
	Progress			
Joint reference-shifts eyes during conversations	Date			
	Progress			
Maintains eye contact	Date			
	Progress			
Smiles in response to communicative attempts	Date			
	Progress			
Acknowledges presence of others	Date			
	Progress			
Ceases activity to attend to communication	Date			
	Progress			
Recognizes and uses facial expressions	Date			
	Progress			
Attempts to initiate communication	Date			
	Progress			
Imitates actions/communication	Date			
	Progress			
Nonverbal Turn-taking	Date			
	Progress			
Engages in solitary play	Date			
	Progress			
Engages in parallel play	Date			
	Progress			
Engages in symbolic play	Date			
	Progress			
Shares with others	Date			
	Progress			

Acquisition States:

I = Imitation (is able to imitate skills with a model)

S = Simulation (is able to demonstrate skill independently in a structured environment)

A = Application (is able to generalize use of skill independently)

Method of
Recording:

Record year skill formally taught in upper half of box. Use the following key to record progress in the lower half of the box.

+ = mastered skill

P = progress, but inconsistent mastery

- = does not exhibit skill

Comments:

Social Skills Curriculum Guide, 1992

SKILLS FOR EXPRESSING FEELINGS PROGRESS REPORT

STUDENT'S NAME

SSD#

D.O.B.

		ACQUISITION STAGES		
		I	S	A
Identifies & understands feelings/emotions	Date			
	Progress			
Knows own feelings	Date			
	Progress			
Expresses own feelings/emotions appropriately	Date			
	Progress			
Uses "I" statements	Date			
	Progress			
Uses appropriate language (body functions, parts)	Date			
	Progress			
Recognizes other's feelings	Date			
	Progress			
Deals with feeling left out	Date			
	Progress			
Deals with fear	Date			
	Progress			
Shows affection appropriately	Date			
	Progress			
Deals with embarrassment	Date			
	Progress			
Deals with frustration	Date			
	Progress			
Deals with disappointment/losing	Date			
	Progress			
Deals with winning/success	Date			
	Progress			
Deals with boredom	Date			
	Progress			
Deals with anger	Date			
	Progress			
Is honest	Date			
	Progress			

Acquisition **I = Imitation** (is able to imitate skills with a model)

States: **S = Simulation** (is able to demonstrate skill independently in a structured environment)
A = Application (is able to generalize use of skill independently)

Method of Recording: **Record year skill formally taught in upper half of box. Use the following key to record progress in the lower half of the box.**

+ = mastered skill
P = progress, but inconsistent mastery
- = does not exhibit skill

Comments:

Social Skills Curriculum Guide, 1992

SOCIAL RELATIONSHIP SKILLS PROGRESS REPORT

STUDENT'S NAME

SSD#

D.O.B.

		ACQUISITION STAGES		
		I	S	A
Says "thank you"	Date			
	Progress			
Engages in cooperative play	Date			
	Progress			
Greetes others	Date			
	Progress			
Reads body language	Date			
	Progress			
Uses body language to communicate	Date			
	Progress			
Understands vocal inflection	Date			
	Progress			
Uses vocal inflection effectively	Date			
	Progress			
Actively listens	Date			
	Progress			
Recognizes and chooses a communication style	Date			
	Progress			
Introduces self	Date			
	Progress			
Introduces others	Date			
	Progress			
Respects others' personal space	Date			
	Progress			
Recognizes social limits	Date			
	Progress			
Touches appropriately	Date			
	Progress			
Begins a conversation	Date			
	Progress			
Maintains a conversation	Date			
	Progress			
Ends a conversation	Date			
	Progress			
Gains attention appropriately	Date			

	Progress			
Interrupts appropriately	Date			
	Progress			
Apologizes	Date			
	Progress			
Accepts compliments	Date			
	Progress			
Gives compliments	Date			
	Progress			
Asks for help	Date			
	Progress			
Offers help	Date			
	Progress			
Asks for a favor	Date			
	Progress			
Responds appropriately to situations	Date			
	Progress			

Acquisition States: **I = Imitation** (is able to imitate skills with a model)
S = Simulation (is able to demonstrate skill independently in a structured environment)
A = Application (is able to generalize use of skill independently)

Method of Recording: **Record year skill formally taught in upper half of box. Use the following key to record progress in the lower half of the box.**

+ = mastered skill
P = progress, but inconsistent mastery
- = does not exhibit skill

Comments:

Social Skills Curriculum Guide, 1992

CLASSROOM SKILLS PROGRESS REPORT

STUDENT'S NAME

SSD#

D.O.B.

		ACQUISITION STAGES		
		I	S	A
Uses adults as resources	Date			
	Progress			
Brings material to class	Date			
	Progress			
Follows instructions	Date			
	Progress			
Follows rules	Date			
	Progress			
Completes assignments	Date			
	Progress			
Uses time wisely	Date			
	Progress			
Tries when its is difficult	Date			
	Progress			
Takes risks	Date			
	Progress			

Acquisition States: **I = Imitation** (is able to imitate skills with a model)
S = Simulation (is able to demonstrate skill independently in a structured environment)
A = Application (is able to generalize use of skill independently)

Method of Recording: **Record year skill formally taught in upper half of box. Use the following key to record progress in the lower half of the box.**

+ = mastered skill
P = progress, but inconsistent mastery
- = does not exhibit skill

Comments:

**DECISION-MAKING & PROBLEM SOLVING SKILLS PROGRESS
REPORT**

STUDENT'S NAME

SSD#

D.O.B.

		ACQUISITION STAGES		
		I	S	A
Anticipates a difficult situation	Date			
	Progress			
Identifies a problem	Date			
	Progress			
Identifies a solution	Date			
	Progress			
Predicts consequences	Date			
	Progress			
Decides on a solution	Date			
	Progress			
Convinces others	Date			
	Progress			
Prioritizes	Date			
	Progress			
Sets and attains goals	Date			
	Progress			

Acquisition States: **I = Imitation** (is able to imitate skills with a model)
S = Simulation (is able to demonstrate skill independently in a structured environment)
A = Application (is able to generalize use of skill independently)

Method of Recording: **Record year skill formally taught in upper half of box. Use the following key to record progress in the lower half of the box.**

+ = mastered skill
P = progress, but inconsistent mastery
- = does not exhibit skill

Comments:

CONFLICT MANAGEMENT SKILLS PROGRESS REPORT

STUDENT'S NAME

SSD#

D.O.B.

		ACQUISITION STAGES		
		I	S	A
Maintain self-control	Date			
	Progress			

Identifies stressful situations	Date			
	Progress			
Uses relaxation skills/tactics	Date			
	Progress			
Stands up for a friend	Date			
	Progress			
Respects others' rights and property	Date			
	Progress			
Negotiates differences/compromises	Date			
	Progress			
Teases appropriately	Date			
	Progress			
Responds to teasing	Date			
	Progress			
Identifies peer pressure	Date			
	Progress			
Responds to peer pressure	Date			
	Progress			
Accepts consequences	Date			
	Progress			
Is assertive	Date			
	Progress			
Avoids trouble	Date			
	Progress			
Avoids fights	Date			
	Progress			
Deals with accusations	Date			
	Progress			
Deals with contradictory messages	Date			
	Progress			
Responds to persuasion	Date			
	Progress			
Accepts constructive criticism	Date			
	Progress			
Accepts limits/"no"	Date			
	Progress			
Takes responsibility for own behavior	Date			
	Progress			

Acquisition States: **I = Imitation** (is able to imitate skills with a model)
S = Simulation (is able to demonstrate skill independently in a structured environment)
A = Application (is able to generalize use of skill independently)

Method of Recording: **Record year skill formally taught in upper half of box. Use the following key to record progress in the lower half of the box.**

+ = mastered skill
P = progress, but inconsistent mastery
- = does not exhibit skill

Comments:

DOMAIN QUIZZES

XXVII. INITIAL SOCIAL SKILLS QUIZ

Name: _____ **Date:** _____

Write the process steps for: _____

1. _____

2. _____

3. _____
4. _____
5. _____
6. _____

Why is this an important skill to use?

Where/when would you use these process steps?

Social Skills Curriculum Guide, 1992

**XXVIII. SKILLS FOR EXPRESSING FEELINGS
QUIZ**

Name: _____ **Date:** _____

Write the process steps for: _____

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____

Why is this an important skill to use?

Where/when would you use these process steps?

Social Skills Curriculum Guide, 1992

**XXIX. SOCIAL RELATIONSHIP SKILLS
QUIZ**

Name: _____ **Date:** _____

Write the process steps for: _____

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____

Why is this an important skill to use?

Where/when would you use these process steps?

Social Skills Curriculum Guide, 1992

**XXX. CLASSROOM SKILLS
QUIZ**

Name: _____ **Date:** _____

Write the process steps for: _____

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____

Why is this an important skill to use?

Where/when would you use these process steps?

Social Skills Curriculum Guide, 1992

**XXXI. DECISION MAKING AND PROBLEM SOLVING SKILLS
QUIZ**

Name: _____ **Date:** _____

Write the process steps for: _____

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____

Why is this an important skill to use?

Where/when would you use these process steps?

Social Skills Curriculum Guide, 1992

**XXXII. CONFLICT MANAGEMENT SKILLS
QUIZ**

Name: _____ **Date:** _____

Write the process steps for: _____

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____

Why is this an important skill to use?

Where/when would you use these process steps?

RESOURCES & REFERENCES

Activity References

The following are a list of materials referred to or quoted from in the activity sections of this guide:

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Ellis, Edwin, Ph. D. (1991). SLANT: A starter Strategy for Class Participation. University of Alabama, Lawrence Kansas: Edge Enterprises, Inc.

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- Hazel, J.S. & et al. (1980). ASSET: A Social Skills Program for Adolescents. Champaign, IL. Research Press.
- Katzman, S. (1988). You Can Be A Star. St. Louis Public Schools, St. Louis, MO.
- Killoran, J., Rule, S., Stowitschek, J. J., Innocenti, M., & Levine, L. (1989). Let's Be Social: A Language-Based Social Skills for Preschool At-Risk Children. Tucson, Arizona: Communication Skill Builders.
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- McGinniss, E. M. & Goldstein, A. P. (1989). Skillstreaming the Elementary School Child. Champaign, IL: Research Press.
- Metacognitive Approach to Social Skills Training: A Program for Grades 4 through 12. (1988). Aspen Publications.
- Reith, M. (1985). Feelings Vocabulary (Book 1). Scottsdale, Arizona: Remedia Publications.
- St. Louis Public Schools Career Education Office. (1990). Me and My Tomorrow : A Kg.-3 Curriculum Guide for Self & Career Awareness. St. Louis, MO.
- St. Louis County Special School District. (1989). Social Skills Manual. St. Louis, MO.
- Social Skills for Daily Living. (1988). Circle Pines, MN: American Guidance Service.
- Walker, H. M., McConnell, S., Holmes, D., Todis, B., Walker, J., and Golden, N. (1988). The Walker Social Skills Curriculum: The ACCEPTS Program. Austin, TX: Pro-ed.
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PROFESSIONAL RESOURCES

Professional Resources

TITLE: **Aggression Replacement Training**, Arnold P. Goldstein and Barry Glick

READING LEVEL: Adult

INTEREST LEVEL: Secondary teachers

FORMAT: Book

DESCRIPTION: Presents comprehensive intervention plan using structured learning, anger control training, and moral education. Teacher resource.

VENDOR: Research Press, 1987

COST: \$16.95

COMMENT: Includes suggestions for room arrangement, homework report, hassle log, program evaluation. Available in IRC. (364.36 GOL)

TITLE: Forms for Behavior Analysis with Children, Joseph Cautela, Julie Cautela, Sharon Esonis
READING LEVEL: NA
INTEREST LEVEL: NA
FORMAT: Teacher Resource Book
DESCRIPTION: This book provides a variety of assessment devices and diagnostic and treatment recommendations for use with children and adolescents.
VENDOR: Research Press, 1983
COST: \$39.95

TITLE: Instructional Materials Catalog
READING LEVEL: N/A
INTEREST LEVEL: Primary-intermediate-secondary
FORMAT: Catalog
DESCRIPTION: Lists videos and films available for classroom use
VENDOR: Cooperating School Districts of St. Louis County
COST: Free

COMMENT: Information on order/delivery procedures available at member schools.

TITLE: Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities, Dr. Donald Jackson, Nancy Jackson, Dr. Marcia L Bennett, Darden M. Bynum, Ellen Faryna
READING LEVEL: Adult
INTEREST LEVEL: Teacher resource for Adolescent and Adult students
FORMAT: Teacher manuals
DESCRIPTION: Program provides a dual training approach, providing a program guide and group training manual. Program describes "Planned" and "Extended" teaching techniques, ways to structure the environment as well as instructions for teaching 21 skills in structured training groups. Might be used as an advance organizer.
VENDOR: Research Press
COST: \$35.95

TITLE: One-Hundred Ways to Enhance Self-Concept in the Classroom, Jack Canfield and Harold Wells
READING LEVEL: Adult
INTEREST LEVEL: Primary/Intermediate
FORMAT: Teacher resource book
DESCRIPTION: Includes activities that fall into several categories such as who am I, the language of self and relationships with others
VENDOR: Prentice Hall, 1976
COST: \$30.00

COMMENT: Available in IRC. (370.154 CAN)

TITLE: The Prepare Curriculum: Teaching Prosocial Competency, Arnold Goldstein
READING LEVEL: Adult
INTEREST LEVEL: Adult

FORMAT: Teacher Reference Book

DESCRIPTION: Series of coordinated social skills training programs. Contains curriculum in each of the following areas: Problem Solving, Interpersonal Skills, Situational Perception, Anger Control, Moral Reasoning, Stress Management, Empathy, and Cooperation.

VENDOR: Research Press

COST: \$36.00

COMMENT: Excellent reference for teachers implementing a social skills curriculum. Available in IRC. (375. GOL)

TITLE: **Skills for Living: Group Counseling Activities for Young Adolescents**, Rosemarie S. Morganett

READING LEVEL: NA

INTEREST LEVEL: Intermediate/Secondary

FORMAT: Book

DESCRIPTION: Offers uncomplicated guidelines for conducting skill-building group counseling activities.

Covers eight different topics: Anger Management Skills; School Survival and Success; Coping with Grief and Loss; Stress Management Skills; Developing Self-Esteem; Learning Assertion Skills; Meeting, Making, and Keeping Friends; and Dealing with a

Divorce in the Family.

VENDOR: Research Press, 1990

COST: \$24.95

TITLE: **Skillstreaming the Adolescent**, Arnold Goldstein

READING LEVEL: Adult

INTEREST LEVEL: Grades 6-12

FORMAT: Teacher resource text

DESCRIPTION: Based on structured learning, this text includes activities involving modeling, role-playing, performance feedback, and transfer training.

VENDOR: Research Press

COST: \$15.00

COMMENT Available through SSD warehouse and the IRC. (371.93 GOL)

TITLE: **Skillstreaming the Elementary Child**, Ellen McGinnis and Arnold Goldstein

READING LEVEL: Adult

INTEREST LEVEL: Grade 1-6 FORMAT: Teacher resource text

DESCRIPTION: Based on structured learning, includes activities involving modeling, role-playing, performance feedback and transfer training. Includes 60 skills.

APPLICATION: Advanced organizer, Model, Role Play, Application

VENDOR: Research Press

COST: \$15.00

COMMENT: Available through SSD warehouse and IRC. (371.933 GOL)

TITLE: **The Skillstreaming Video**, Arnold Goldstein and Ellen McGinnis

READING LEVEL: NA

INTEREST LEVEL: Adult FORMAT: Videotape - 26 minutes

DESCRIPTION: Training film for teachers, illustrating concepts and training procedures from the Skillstreaming

books.

VENDOR: Research Press

COST: \$365.00

COMMENT: Available through Curriculum Development Department. Excellent source of information for teachers. Provides clear model of how to conduct social skills training. (371.93)

TITLE: **Social Skills Rating System**, Frank H. Gresham and Stephen N. Elliot

READING LEVEL: 3-12

INTEREST LEVEL: Teacher Reference FORMAT: Behavioral rating forms - Teacher/Parent/Student.

Supplementary software.

DESCRIPTION: Questionnaires provide scored scales for social skills, problem behaviors, and academic competence. Manual and assessment-intervention records included.

VENDOR: American Guidance Service

COST: Elementary Starter Set: \$86.40

Secondary Starter Set: \$81.00

Software package: \$135.00

COMMENT: Based on diverse compiled norms(Multi-racial, disabled, non-disabled, male and female.)

TITLE: **Teaching Social Behavior to Young Children**, William C. Sheppard

READING LEVEL: NA

INTEREST LEVEL: Teacher reference FORMAT: Book

DESCRIPTION: Text which provides behavior management ideas. Would be useful for beginning teachers in incorporating techniques for group instruction.

VENDOR: Research Press, 1977

COST: \$3.15

COMMENT: Available in IRC. (301.15)

TITLE: **Teaching Social Skills to Children, Innovative Approaches**, 2nd Edition

Gwendolyn Cartledge, JoAnne Fellows Milburn

READING LEVEL: NA (Adult)

INTEREST LEVEL: NA FORMAT: Teacher Resource Text

DESCRIPTION: Includes Steps in Teaching Social Skills. (selecting and assessing skills, teaching, generalization, maintenance and integration); a cognitive affective approach and coaching.

VENDOR: AGS

COST:

COMMENT: Similar to skillstreaming.

TITLE: **Working II**

READING LEVEL: NA

INTEREST LEVEL: Secondary

FORMAT: 2-30 minute videos, assessment scale, manual

DESCRIPTION: Interpersonal skills assessment and training for job tenure; teachers appropriate interactions with supervisors, co-workers.

VENDOR: James Stanfield Publishing Company

COST: \$399.00

COMMENT: For use with developmentally disabled and mild/moderate mentally handicapped.

Social Skills Curriculum Guide, 1992

INSTRUCTIONAL RESOURCES

INSTRUCTIONAL RESOURCES

TITLE: **Aesop's Fables**, Aesop

READING LEVEL: NA

INTEREST LEVEL: NA

FORMAT:

DESCRIPTION: Short stories with a stated moral "lesson." Many of the fables can be used to generate discussions in various topics found in other programs.

VENDOR:

COST:

COMMENT: Generally available in school libraries

TITLE: **The Big Hassel**, Jack Canario
READING LEVEL: NA
INTEREST LEVEL: Secondary
FORMAT: Teacher manual and workbook
DESCRIPTION: Teaches getting along with authority
VENDOR: Janus Book Pub.
COST:

COMMENT: Recommended

TITLE: **Building Self Esteem**, Robert W. Reasoner
READING LEVEL: For use with grades 1-8
INTEREST LEVEL: Can be used 1-10
FORMAT: Parent guide, teacher's guide, worksheets, administrator's guide
DESCRIPTION: Activities designed to build self-esteem. Covers security, identity, belonging, purpose, competence.
VENDOR: Consulting Psychologists Press, Inc.
COST: \$68.25

COMMENT: Available in IRC, recommended

TITLE: **Can of Squirms**, Contemporary Drama Service
READING LEVEL: NA
INTEREST LEVEL: Available for primary, intermediate or secondary
FORMAT: Game
DESCRIPTION: Role playing game covering skills as consequences, peer pressure, giving a complaint, responsibility and rumors
VENDOR: Contemporary Drama Service
COST:

COMMENT: Recommended

TITLE: **Circles**
READING LEVEL: NA
INTEREST LEVEL: Intermediate/Secondary
FORMAT: Slides, teacher photos and manual
DESCRIPTION: Teaches relationships, appropriate social/sexual behavior; intimacy and relationships
VENDOR: James Stanfield Publishing Co.
COST:

COMMENT:

TITLE: **Cooperating** Mary Anne McElmurry
Feelings Mary Anne McElmurry
Relating Judy Bisignano
Choosing Corinne Sanders
Communicating

READING LEVEL: NA

INTEREST LEVEL: NA

FORMAT: Duplicating books

DESCRIPTION: Activities designed to assist students to develop skills indicated by titles

VENDOR: Good Apple, Inc. Carthage, Illinois 1985

COST:

COMMENT: Recommended

TITLE: **Communicate**

READING LEVEL: NA

INTEREST LEVEL: NA

FORMAT:

DESCRIPTION:

VENDOR: Thinking Publications

COST: \$35.00

COMMENT: Recommended

TITLE: **The "Coping With" Books**

READING LEVEL: Adolescent

INTEREST LEVEL: NA

FORMAT: Teacher manual; 22 student books

DESCRIPTION: Books can be made available for free reading, or as basis for discussion.

Addresses Social Relationships and Decision Making.

VENDOR:

COST:

COMMENT: Includes titles in the areas of Facts and Fantasies about Drugs, Crutches Books, Getting Along With Others, and You-Yourself Books. Available in IRC.

TITLE: Dealing With Feelings, Joanne Richards and Marianne V. Standley
READING LEVEL: NA
INTEREST LEVEL: Primary - Intermediate
FORMAT: Worksheet masters
DESCRIPTION: Students complete open-ended statements, expressing feelings skills.
VENDOR: The Learning Works, Inc.
COST:

COMMENT:

TITLE: Developing Understanding of Self and Others (DUSO), Don Dinkmeyer
READING LEVEL: NA
INTEREST LEVEL: Primary
FORMAT: (Kit) Manual, story books, cassettes, posters, puppets, role play cards, group discussion cards.
DESCRIPTION: Varied listening, inquiry, experiential, and discussion activities. Addresses understanding social-emotional behavior
VENDOR: American Guidance
COST:

COMMENT: Available in IRC

TITLE: Ellie's Day, Susan Conlin and Susan L. Friedman
READING LEVEL: NA
INTEREST LEVEL: Primary
FORMAT: Picture Book
DESCRIPTION: To read with children; gives them the opportunity to talk about their feelings. Addresses expressing feelings skills.
VENDOR: Parenting Press, Inc.
COST:

COMMENT: There is a forward to parents/teachers. Discusses the feelings: excited, unfair, proud, sad, grumpy, sorry, scared, rejected, worried, and happy.

TITLE: Expression Puppet
READING LEVEL: NA
INTEREST LEVEL: Early childhood/primary
FORMAT: Puppet

DESCRIPTION: Handpuppet has Velcro facial features that are interchangeable. The puppet can show happy, sad, surprised, angry, sleepy feelings.

VENDOR: Incentives for Learning, Inc.

COST:

COMMENT: Two available in IRC

TITLE: **Games Children Should Play**, Mary K. Cihak, Barbara Jackson Heron

READING LEVEL: NA

INTEREST LEVEL: K-6

FORMAT:

DESCRIPTION: Sequential lessons addresses social communication's skills.

VENDOR: Scott, Foresman and Co.

COST:

COMMENT:

TITLE: **Getting Along With Others**, Nancy T. Jackson, Donald A. Jackson, Cathy Monroe

READING LEVEL:

INTEREST LEVEL: Primary

FORMAT:

DESCRIPTION: This program creates a setting for introducing and practicing new skills systematically and provides the tools for maximizing the potential for learning social skills during spontaneous interactions.

VENDOR: Research Press, 1983

COST:

COMMENT: The primary philosophy is that all interactions are opportunities for children to improve their social behavior and to receive support and positive consequences for doing so. The program teaches 17 skills.

TITLE: **Got To Be Me - This Is Me**, Merrill Harmin

READING LEVEL:

INTEREST LEVEL: Primary - Intermediate

FORMAT: Cards or Workbook

DESCRIPTION: Story starters focus on personal identity and self-awareness. Addresses expressing feelings skills.

VENDOR: Argus communications (DLM) 1978

COST:

COMMENT: Available in IRC; Could be used as a journal suggestions

TITLE: **Help Me Be Good Series**

READING LEVEL: Primary

INTEREST LEVEL:

FORMAT: Storybooks

DESCRIPTION: Series of 11 storybooks covering the following skills: rudeness, domineering, destructiveness, tantrums, interrupting, lying, disobeying, stealing, sportsmanship, fighting.

VENDOR:

COST:

COMMENT: Clever illustrations. Could be read independently by students or read aloud by teacher.

TITLE: **Helping Children Choose**, George M. Schunke and Suzanne Lowell Krogh

READING LEVEL:

INTEREST LEVEL: Primary

FORMAT: Book

DESCRIPTION: Contains 36 brief stories with warmup activities and discussion questions and pictures. Addresses decision making skills.

VENDOR: Good Year Books, 1983

COMMENT:

TITLE: **I Have Feelings**, Morton A. Liner

READING LEVEL: Elementary

INTEREST LEVEL: Elementary/Middle

FORMAT: Picture situation cards

DESCRIPTION: Situation cards dealing with everyday experiences to evoke strong feelings. Use as independent activity, writing assignment, class discussion, role play situations.

VENDOR: Wise Owl Publications, 1975

COST:

COMMENT: Available in IRC

TITLE: **Interview Guide**, Arnold Livingstone

READING LEVEL:

INTEREST LEVEL: Secondary

FORMAT: Workbook
DESCRIPTION:
VENDOR: Janus Book Publishing
COST:

COMMENT:

TITLE: **The Kids' Book of Questions**, Gregory Stack, Ph.D.

READING LEVEL:

INTEREST LEVEL:

FORMAT:

DESCRIPTION: The questions in the book can be used as a starting point for discussions. They raise issues such as dealing with authority, understanding friendship, handling social pressures, overcoming fears, and deciding what's right and wrong.

VENDOR: Workman Publishing, 1988

COMMENT: Available in regular bookstores, recommended

TITLE: **Learning to Care**, Norma Dutch Fishback, Seymour Fishbach, Mary Fauvre, Michael Ballard-Campbell

READING LEVEL:

INTEREST LEVEL: Primary

FORMAT: Book.

DESCRIPTION: Classroom activities for social and affective development. Contains an introduction and directions of how to use the book. 43 activities that are related to three types of skills: 1) recognition and discrimination of emotion, 2) perspective and role taking, and 3) emotional responsiveness.

VENDOR: Good Year Books, 1983

COST:

COMMENT: Activities include objectives, materials, procedures, and special hints.

TITLE: **Let's Be Social**

READING LEVEL: NA

INTEREST LEVEL: Preschool/Young Elementary

FORMAT: Curriculum manual, social situations, cards, 2 puppets

DESCRIPTION: Well-Designed and easy to use teacher's guide: includes objectives, teaching procedures, scripted sample lessons, and ideas for games and practice. Materials are reproducible and age-appropriate but drawings are mediocre. Covers the following Skills: Greeting, helping friends, sharing, starting a conversation, asking questions/making requests, saying "No", saying

thanks, talking about nice things, asking someone to repeat a statement or question, listening.
VENDOR: Communication Skill Builders
COST: \$30.00

COMMENT: Recommended

TITLE: Life Horizons II

READING LEVEL:

INTEREST LEVEL: Secondary/Intermediate

FORMAT: Slides and Manual

DESCRIPTION: The Moral, Social and legal aspects of sexuality for persons with developmental and learning disabilities; includes relationships and self- esteem.

VENDOR: James Stanfield Publishing Co.

COST:

COMMENT: Recommended

TITLE: Lifeline: In Other People's Shoes: Consequences, P. McPhail, H. Chapman, J. Ungood Thomas, T. Tieman

READING LEVEL: Upper Elementary

INTEREST LEVEL: Intermediate-Secondary

FORMAT: 71 full color cartoon cards

DESCRIPTION: Each card presents a situation, which students use to predict consequences. Can be used as discussion, independent and for guided practice activities.

VENDOR: Argus Communication (DLM, 1974)

COST:

COMMENT: Could be used for problem solving, social relationships, and conflict management skills. Illustrations attractively done. Available in IRC, recommended.

TITLE: Life Skills - Attitudes on the Job - Attitudes in Everyday Living,

Margaret M. Brewner, William C. McMahon, Kathleen A. Paris, Michael P. Roche

READING LEVEL:

INTEREST LEVEL: Secondary

FORMAT: Spirit Master Duplicating Book

DESCRIPTION:

VENDOR: Educational Design, Inc.

COMMENT Recommended

TITLE: Marathon

READING LEVEL: Third

INTEREST LEVEL: Intermediate/Secondary

FORMAT: Workbooks, 2 filmstrips and Manual

DESCRIPTION: Teaches students to take charge of their lives and develop the motivation to succeed; setting goals; getting along with others.

VENDOR: James Stanfield Publishing Co.

COST:

COMMENT: Includes 150 specific behaviors/skills associated with successful people, recommended.

TITLE: Me and My Tomorrow, St. Louis Public Schools/Career Education

READING LEVEL: K-3rd

INTEREST LEVEL: Primary

FORMAT: Curriculum manual with sample lessons and posters

DESCRIPTION: The primary focus is on the development of self-awareness and social interactions with others. Useful for lessons and activities

VENDOR: St. Louis Public Schools/Career Education Office 231-3720 Ext. 727

COST:

COMMENT: Good variety of materials and drawings; easily reproducible, recommended.

TITLE: The Me I'm Learning to Be, Imogene Forte

READING LEVEL: Upper Primary - Intermediate

INTEREST LEVEL: Intermediate

FORMAT: Reproducible worksheets

DESCRIPTION: Worksheets focus on self-awareness, understanding other's points of view, and decision making.

VENDOR: Incentive Publications, Inc., Nashville, TN 1983

COST:

COMMENT: Recommended

TITLE: Mister Rogers I Am, I Can, I Will Books, Producer of Mister Rogers Neighborhood

READING LEVEL: Primary

INTEREST LEVEL: Primary

FORMAT: 4 Read-a-loud story books with teacher's guide

DESCRIPTION: 4 Short storybooks developed to help a child's emotional language and perceptual development. Themes were chosen to support handicapped children's self concept, self confidence and motor.Can be used to discuss feelings and fears and self awareness as well as individual strength and limitations

VENDOR:

COST:

COMMENT: Available in IRC SS71 #12619

TITLE: **My Friends and Me**

READING LEVEL: N/A

INTEREST LEVEL: Early childhood

FORMAT: KIT: manuals, dolls, pictures, stories, songs, activity board, print blocks

DESCRIPTION: Listening, singing, pantomiming, and drawing activities. Includes family activities Addresses personal identity, cooperation, sharing, and helping

VENDOR: American Guidance Service, Inc.

COST:

COMMENT: Available in IRC.

TITLE: **Peabody Early Experiences Kit**, Lloyd M. Dun el. al.

READING LEVEL:

INTEREST LEVEL: Early childhood

FORMAT: KIT: Manual, pictures, small objects, songs, stories

DESCRIPTION: 250 daily lessons for group instruction. Learning to express feelings more clearly in a classroom setting

VENDOR: American Guidance

COST:

COMMENT: Available in IRC.

TITLE: **Peace, Harmony, Awareness**, Mime Lupin

READING LEVEL:

INTEREST LEVEL: Primary

FORMAT: The program includes a guide for the teacher, six taped programs, and photographs for the children to aid in visualization.

DESCRIPTION: This program is designed to teach children how to cope more effectively with day-to-day stress and enhance their self-concept.

VENDOR: Learning Concepts, 1977

COST:

COMMENT:

TITLE: Points of View (Lifeline: In Other People's Shoes), P. McPhail, H. Chapman

READING LEVEL: Upper Elementary

INTEREST LEVEL: Adolescent

FORMAT: 63 full color cards (cartoon)

DESCRIPTION: Each card describes a situation and presents questions designed to help the student understand other's points of view. Adapt for role-playing, use in guided practice.

VENDOR:

COST:

COMMENT: Could be used in problem solving and social relationship skills. Cards are divided into five conflict areas; sex attitudes, age conflicts, class attitudes, cultural conflict, and psychological conflict, recommended.

TITLE: Problem Solver, Patti Waldo

READING LEVEL: Upper Elementary

INTEREST LEVEL: Gr. 5-12

FORMAT: Board game

DESCRIPTION: Students are given a chance to practice problem solving strategies. Game contains easier and more difficult problem situations. Use for independent practice.

VENDOR: Thinking Publication

COST: \$31.00

COMMENT: Blank "Supplementary Cards" can be ordered (cost \$3.00) and used to individualize game situations.

TITLE: Relaxation, Joseph R. Cautela and June Groden

READING LEVEL:

INTEREST LEVEL: Primary

FORMAT: Book

DESCRIPTION: Teacher's Manual; teaches relaxation techniques to reduce stress, anxiety, and tension. Has a section for teaching young children.

VENDOR: Research Press, 1978

COST:

COMMENT:

TITLE: Roll-A-Role, The Ungame Company
READING LEVEL: All Levels
INTEREST LEVEL: 6-12
FORMAT: Game format used for role playing
DESCRIPTION: Using character cubes, places, and situations, students act out role plays
VENDOR: The Ungame Company
COST:

COMMENT: Can be adapted to fit individual classroom needs, group activity. Available in IRC

TITLE: Scripting: Social communication for Adolescents, Patty Mayo & Patti Waldo
READING LEVEL: Upper Elementary
INTEREST LEVEL: Grades 5-12
FORMAT: Reproducible student scripts. Contains two scripts for each of 53 communication skills.
DESCRIPTION: Can be used for modeling, role playing or independent practice.
VENDOR: Thinking Publications
COST: \$24.00

COMMENT: The first script demonstrates the use of a skill appropriately, while in the second, students correct inappropriately used skills. Also includes reproducible homework and follow up activity pages.

TITLE: See How You Feel
READING LEVEL: None required
INTEREST LEVEL: Primary and elementary
FORMAT: Picture cards, picture dominoes
DESCRIPTION: Portrays emotions by facial expression and body image
VENDOR: Learning Developmental Aids (LDA)
COST:

COMMENT: Available in the IRC. Use in feelings domain.

TITLE: Lifeline - In Other People's Shoes. Sensitivity, P. McPhail, H. Chapman
READING LEVEL: Upper Elementary
INTEREST LEVEL: Adolescent
FORMAT: 43 full color cartoon cards
DESCRIPTION: Each card presents social problem situation which student then attempts to solve. Can be used for discussion, guided and independent practice, or role-playing.

VENDOR: DLM
COST:

COMMENT: Could be used in expressing feeling problem solving, conflict management skills. Illustrations attractively done. Available in IRC, recommended.

TITLE: **Smart Choices**, Norman A. Davis

READING LEVEL:

INTEREST LEVEL: Primary

FORMAT: Flash Cards

DESCRIPTION: Flashcards that present a social situation on the one side. On the back lists several possible behaviors and discusses consequences. The cards also come with directions to use as card games.

VENDOR:

COST:

COMMENT: Available at teacher bookstores.

TITLE: **Smile, You're Worth It!**, Marge Kluth, Dorothy McCarthy

READING LEVEL : Primary-intermediate

INTEREST LEVEL:

FORMAT: Workbook

DESCRIPTION: For use in self-esteem lessons, goal setting

VENDOR: Me and My Inner Self, Inc.

COST:

COMMENT:

TITLE: **Smiling At Yourself**, Allen Mendler

READING LEVEL:

INTEREST LEVEL: Primary

FORMAT: Book

DESCRIPTION: Suggestions for parents and teachers and activities for kids. Ways to make your mind and body relax, liking yourself, letting off steam, and solving problems.

VENDOR: Ph.D Network Publications, 1990

COST:

COMMENT:

TITLE: Social Skills For Daily Living, Jean Schumaker, J. Hazel, C. Pederson

READING LEVEL: Intermediate

INTEREST LEVEL: Intermediate/Secondary

FORMAT: Kit

DESCRIPTION: Contains teacher's manuals, workbooks, skillbooks, comic books, scripted role plays, and blackline masters. Useful for describing, role-playing, independent practice and feedback.

VENDOR:

COST: \$350.

COMMENT: Designed for use with individual students, but can be modified for use in small groups. Includes Program Basics, Conversation and Friendship Skills, Skills for Getting Along with others, and Problem Solving Skills. Recommended.

TITLE: S.S.S. Social Skills Strategies (Book A), Nancy Gajewski and Patty Mayo

READING LEVEL: Upper Elementary

INTEREST LEVEL: Grades 5-12

DESCRIPTION: Activity pages focusing on introductory skills and general interaction skills. Supplemental activities to direct instruction. Also includes several social skills rating scales.

VENDOR:

COMMENT: Available through SSD warehouse. Recommended.

TITLE: S.S.S. Social Skills Strategies (Book B), Nancy Gajewski and Patty Mayo

READING LEVEL: Upper Elementary

INTEREST LEVEL: Grades 5-12

FORMAT: Reproducible blackline masters

DESCRIPTION: Emphasizes peer interaction skills, management skills, and emotional expression skills. Use as supplemental activities.

VENDOR: Thinking Publications

COST: \$33.00

COMMENT: Available through SSD warehouse. Companion resources include Communicate and Scripting. Recommended.

TITLE: Stacking the Deck, Richard M. Foxx and Martin J. McMorro

READING LEVEL:

INTEREST LEVEL: Intermediate/Secondary

FORMAT: Game

DESCRIPTION: A social skills game designed for retarded adults

VENDOR: Research Press, Champaign, IL, 1983
COST:

COMMENT: Recommended.

TITLE: **Startline: Social Education/Communication**, Peter McPhail, David Middleton, and David Ingram

READING LEVEL: Grades 3-8

INTEREST LEVEL: Intermediate (Grades 3-8)

FORMAT: Kit

DESCRIPTION: 22 large photoposters, 144 small photocards, storybooks, stimulus cards, teacher manual. Early Social Skills, Social Relationships, Expressing Feelings are addressed.

VENDOR: Argus Communications (DLM) 1980

COST:

COMMENT: Good photographs of facial expressions. Would be useful in teaching nonverbal communication and body language. Available in IRC. Recommended.

TITLE: **Stress Strategies**, Dettie Dominguez and Anita M. Hamm

READING LEVEL:

INTEREST LEVEL: Grades 5-12

FORMAT: Board Game

DESCRIPTION: A game that teaches stress management skills to school aged children. Players think of solutions to stressful situations.

VENDOR: Stress Education Center

COST:

COMMENT: Simplified instructions available for children aged 8-10. Can be used for conflict management domain. Available in the IRC.

TITLE: **Tell It Like It Is**, The Ungame Company

READING LEVEL: Grade 3 and up

INTEREST LEVEL: Ages 5 to ?

FORMAT: Game

DESCRIPTION: Game to practice communication of thoughts, ideas, and feelings.

VENDOR: The Ungame Company

COST:

COMMENT: Group Activity. Available in the IRC.

TITLE: Think Aloud, Think Aloud 3-4, Mary Ann S. Bash and Bonnie W. Camp
READING LEVEL: Primary
INTEREST LEVEL: Primary
FORMAT: Book
DESCRIPTION: Very specific lesson plans including a script for teacher. Combines training in both cognitive and social problem solving through. verbal mediation.
VENDOR: Research Press, Champaign, IL 1985
COST:

COMMENT: Lesson plans occasionally call for resource materials that aren't available. Available in IRC.

TITLE: Thinking, Feeling, Behaving; An Emotional Education Curriculum for Adolescents, Ann Vernon
READING LEVEL:
INTEREST LEVEL: Grades 7-12
FORMAT: Activities Book
DESCRIPTION: This book provides 90 activities that are sequential in nature and developmentally appropriate. Each activity contains two main parts: "a stimulus activity and discussion." "Many of the activities encourage the students to look at themselves and to share and learn from classmates with regard to emotional adjustment." Activities are from the following topics: Self-acceptance; Feelings; Beliefs and Interpersonal relationships.
VENDOR: Research Press

COMMENT:

TITLE: Tips for the Best Stressed Student
READING LEVEL:
INTEREST LEVEL: Secondary
FORMAT: Workbooks/Spirit Master duplicating books
DESCRIPTION: A survival guide for living with pressure
VENDOR: The Perfection Form Company
COST:

COMMENT:

TITLE: TIPS - Teaching Interpersonal Skills, Dean Alexander
READING LEVEL:

INTEREST LEVEL: Intermediate - Secondary
FORMAT: Multi-media program
DESCRIPTION: Teacher's guide accompanies 7 sound/slide programs. Teaches basic social skills to the mildly-moderately retarded.
VENDOR: James Stanfield Publishing Company
COST:

COMMENT: A little boring when using the audio tapes. Recommended.

TITLE: **Toward Affective Development (TAD)**, Henry Du Pont, Ovitta Sue Gardner, David S. Brody
READING LEVEL:
INTEREST LEVEL: Intermediate
FORMAT: (Kit) Manual, posters, cassette, filmstrips, duplicating masters, career folders.
DESCRIPTION: Group activities which are,teacher-led. Includes role-play, understanding and expressing feelings, developing social skills, choosing behaviors.
VENDOR: American Guidance
COST:

COMMENT: Available in IRC

TITLE: **Values**, Elayne Sidley
READING LEVEL: Primary/Intermediate
INTEREST LEVEL:
FORMAT: Workbook
DESCRIPTION: Cartoon setting in which students "get into the picture" and write their own opinions and choices.
VENDOR: Educational Insights
COST:

COMMENT:

TITLE: **We All Come In different Packages**, Dee Konczal
READING LEVEL: Primary
INTEREST LEVEL:
FORMAT: Workbook
DESCRIPTION: Activities to increase disability awareness
VENDOR: The Learning Works, Inc.
COST:

COMMENT:

TITLE: Willy the Wisher and Other Thinking Stories

READING LEVEL: To be read by teacher

INTEREST LEVEL: Primary

FORMAT: Book

DESCRIPTION: Forty-nine stories to read to students that encourage students to think, anticipate, and consider other possibilities.

VENDOR: SSD Warehouse

COST:

COMMENT: Provides specific Do's and Don'ts for the teacher

TITLE: You, Clare Trenkle

READING LEVEL: To be read by teacher

INTEREST LEVEL:

FORMAT: Book

DESCRIPTION: Textbook. Help young people understand themselves, create a better self-image, and improve their self-control, social skills and attitudes.

VENDOR: Richards Publishing Company

COMMENT:

TITLE: You + Me = Us

READING LEVEL: Available for different levels

INTEREST LEVEL: Available for different levels

FORMAT: Work book

DESCRIPTION: Reading about values

VENDOR: Judy/Instructor

COST:

COMMENT: Worksheets can be used as supplements.

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TECHNOLOGY RESOURCES

Technology Resources

TITLE: The Adventures of The Lollipop Dragon

READING LEVEL: Pre-primary

INTEREST LEVEL: Primary

FORMAT: Filmstrip with cassettes. 6FS, 6A, 1 TG

DESCRIPTION: Animated dragon is main character in stories that encourage acceptable patterns of conduct. Sharing, cooperating, taking turns, respect for property, social maturity are addressed.

VENDOR: SVE, 1980

COST: \$169.00

COMMENTS: Available in IRC.

TITLE: Asset

READING LEVEL: NA

INTEREST LEVEL: Secondary

FORMAT: 8 videotapes and teacher manual

DESCRIPTION: Tapes show youths and adults in role-play situations, demonstrating one poor performance and three better performances

VENDOR: Research Press

COST: \$1400.00 for program; \$50.00 for manual

COMMENTS: Good, but few minority students are included and many of the situations depicted are not realistic or typical, particularly for more severely involved students. Teacher's manual is very helpful and can be purchased and used by itself.

TITLE: Being with People

READING LEVEL: N/A

INTEREST LEVEL: Intermediate/Secondary

FORMAT: Video-Modeling and Manual

DESCRIPTION: Teaches essential social skills needed to establish positive relationships with friends, dates, housemates, authority figures, acquaintances, and strangers.

VENDOR: James Stanfield Publishing Co.

COST: \$199.00 per program; discounts for multiple-program purchases.

COMMENT: For use with mild-moderately retarded students and developmentally disabled.

TITLE: The Bizarre Trial of the Pressured Peer, Dr. James Cisek and Anthea George

READING LEVEL: NA

INTEREST LEVEL: Secondary

FORMAT: Videotape - 28 minutes

DESCRIPTION: Designed for high school students, this fast-paced, entertaining film illustrates the potentially negative consequences of peer pressure. During an extraordinary dream sequence, a 16 year-old student is convicted of "deciding under the influence." Later she learns the IDEAL Five-Step Problem-Solving Method.

VENDOR: Research Press, 1-217-352-3273

COST: \$495.00

TITLE: Crossword Magic

READING LEVEL: N/A

INTEREST LEVEL: All levels

FORMAT: Computer Software. 1-3.5" Disk, Macintosh Plus, SE, and II. 800K disk drive, 1 TG.

DESCRIPTION: Allows students and teacher to create their own customized crossword puzzles.

Use for social skills vocabulary lists or process steps.
VENDOR: Mindscape, 1990
COST: \$31.00-\$60.00

COMMENT: Available in IRC. (CAI/L 52)

TITLE: Learning to Manage Anger - The Rethink Workout For Teens

Institute for Mental Health Initiatives

READING LEVEL: NA

INTEREST LEVEL: Junior/Senior High

FORMAT: Videotape, leader's guide, handouts, comprehensive instructions

DESCRIPTION: Film which is divided into segments allowing for group discussion and role playing activities. Features a group teens discussing effects of anger on their lives, learning and using anger control skills in role play situations.

VENDOR: Research Press 1-217-352-3273

COMMENT: Recommended.

TITLE: Learning Tree Filmstrips: Developing Self Confidence, Being You, Understanding Your Feelings, Understanding and Accepting Yourself.

READING LEVEL: Not necessary

INTEREST LEVEL: Intermediate

FORMAT: Video cassettes, teacher's guide.

DESCRIPTION: Sets of four film strips dealing with each topic designed to give students better understanding of self.

VENDOR: Learning Tree

COST: \$199.00 per 35 minute videocassette

COMMENT: Available in IRC. (SS77 12420+) In filmstrip format.

TITLE: Lollipop Dragon Adventures in Self-Awareness: The Me I Can Be!

INTEREST LEVEL: Primary

FORMAT: Videocassettes. One set has manual and activity sheets.

DESCRIPTION: Animated dragon stories. Feelings, friendship, and responsibility.

VENDOR: SVE

COST: \$39.00 for each 10-minute cassette and teacher information sheet

COMMENT: Available in IRC in filmstrip format. (SS7)

TITLE: Newsroom

READING LEVEL: All

INTEREST LEVEL: NA

FORMAT: Computer software, 2 diskettes, guide

DESCRIPTION: Newspaper/newsletter making program. Use for letters to parents, journal writing, or advice columns. Interdisciplinary, journalism

VENDOR: Springboard, 1984

COST: \$50.00 - 2 copies

COMMENT: Available in IRC. (CAI/I #776)

TITLE: Rules We Live By, Klein, M. Frances, MacReynolds, Virginia Peterson, Lorraine

READING LEVEL: No reading

INTEREST LEVEL: 3-6

FORMAT: Filmstrips and cassette tapes

DESCRIPTION: Teacher manual and scripted discussion questions for encouraging students to analyze and understand the reasons for rules. Includes ways to assess the student's learning for stated objectives. Useful for following rules and decision making skills especially for students who are oppositional. Safety.

VENDOR: QED Productions, 1974

COMMENT: Available in IRC. (1-313-994-0371)

TITLE: Why Is It Always Me, Dr. James Cisek and Anthea George

READING LEVEL: NA

INTEREST LEVEL: Middle

FORMAT: Videotape - 14 minutes

DESCRIPTION: Designed for young adolescents, this entertaining program presents a series of typical problem situations in the life of a 13 year-old student who often makes decisions without thinking. During the film, students learn the **IDEAL Five-Step Problem-Solving Method**, Identify the Problem, Describe the Possibilities, Evaluate the Ideas, Act Out a Plan, and Learn for the Future.

VENDOR: Research Press, 1-217-352-3273

COST: \$260.00

TITLE: Working II

READING LEVEL: N/A

INTEREST LEVEL: Secondary

FORMAT: 2 - 30 minute videos, assessment scale, and manual

DESCRIPTION: Interpersonal skills assessment and training for job tenure; teachers appropriate

interactions with supervisors, co-workers.

VENDOR: James Stanfield Publishing Company, 1-800-421-6534

COST: \$399.00

COMMENT: For use with developmentally disabled and mild/moderate mentally retarded.

Technology Center for Special Education

1-800-872-7066

Previewed public domain software available free as well as consultation on appropriate software for special needs students.

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PARENT RESOURCES

Parent Resources

TITLE: Changing Children's Behavior, John D. Krumboltz and Helen B. Krumboltz

READING LEVEL: Adult

INTEREST LEVEL: Adult

FORMAT: Book

DESCRIPTION: Common-sense advice with real-life examples

VENDOR: Prentice-Hall, Inc., Englewood Cliffs, 1972

COST: \$17.00

COMMENT: Available in IRC Professional Library (152.5 KRU), recommended by SSD Staff.

TITLE: Circles of Friends, Robert Perske

READING LEVEL: Adult

INTEREST LEVEL: Adult

FORMAT: Book

DESCRIPTION: Importance of befriending all people and importance of friends
VENDOR: Abingdon Press
COST \$10.00

COMMENT: Available in IRC Parent Library (362.4048 PER).

TITLE: **Learning Disabilities: A Family Affair**, Betty B. Osman

READING LEVEL: Adult

INTEREST LEVEL: Adult

FORMAT: Book

DESCRIPTION: Author analyzes ways parents and professionals can help children with LD in the home, school, and social situations.

VENDOR: Random House, New York, 1979

COST: \$18.00

COMMENT: Available in IRC Professional Library (371.9 OSM), recommended by SSD Staff.

TITLE: **No One to Play With: The Social Side of Learning Side of Learning Disabilities**,

Betty B. Osman and Henriette Blinder

READING LEVEL: Adult

INTEREST LEVEL: Adult

FORMAT: Book

DESCRIPTION: Author identifies and offers solutions for social problems of LD children

VENDOR: Random House, New York, 1982

COST: \$15.00

COMMENT: Available in IRC Professional Library (371.9 OSM).

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Parent Bibliography

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Community Resources for Parents

Catholic Family Services-Adults

7800 Kenrick
St. Louis, MO
968-8010

This service offers counseling for adults experiencing divorce or alcohol dependency.

8039 Watson Road
Webster Groves, MO 63119
968-8010

2300 Church Road
Arnold, MO 63010
296-5445

Catholic Services for Youth & Children

4140 Lindell Blvd.
St. Louis, MO 63108
371-4980

This service offers help for youth who are experiencing family difficulties with abuse, incest, adoptions and divorce.

Child Mental Health Services

Project 503
9666 Olive #370
St. Louis, MO 63132
314-944-1087
After hours
314-826-9621

Children receive services by referral only. This service is for children with a special education diagnosis.

Family & Children's Service

2650 Olive
St. Louis, MO 63103
371-6500

1360 S. Fifth Street
St. Charles, MO
63301
946-6636

9109 Watson Road
St. Louis, MO 63126
521-6464

9811 West Florissant
Dellwood, MO 63136
968-2870

107 S. Meramec
Avenue
Clayton, MO 63105
727-3235

Family Education Center

3770 McKelvey Road
St. Louis, MO 63141
291-6822

Family Life Education/United Cerebral Palsy Association

8645 Old Bonhomme
St. Louis, MO 63132
314-994-1600

Human Development Corporation

Family Services Division
1321 Clark Street
St. Louis, MO 63103
652-5100

This service has the following programs for low income families:

1. American Indian Center
2. Community Reinvestment/Partnership Program
3. Christmas Resource Bureau
4. Community Food and Nutrition Program
5. Emergency Loan and Grant Program
6. Emergency Homeless Program
7. Energy Crisis Intervention Program
8. Head Start Program
9. Metropolitan Youth Academy
10. Parent Aid Program
11. Parent-Child Center
12. Summer Youth Employment Program
13. Teenage Pregnancy Prevention Program
14. Voluntary Improvement Program
15. Weatherization Program
16. Woman-Infant Children Program

Life Crisis Hot Line

647-4357 - Hot Line
647-3100 - Business

Kids Under Twenty-One

644-Kuto - Hot Line
997-8910 - Business

These lines are for referral due to difficulties, or just someone to call and discuss difficulties.

Missouri Education Dissemination Center

401 East Steward Rd.
Columbia, MO 65211
314-822-3594
1-800-729-7332

This service provides videos and materials that can be loaned to individuals. Call with a specific concern and if they cannot help, they will refer you to other agencies.

MPact - Missouri Parents Act

625 North Euclid
Suite 405
St. Louis, MO 631089
314-361-1666
1-800-284-6389

This service provides workshops, individual assistance (help find agency needed) and a resource library for parents.

Provident Counseling

Administrative Office
2650 Olive Street
St. Louis, MO 63103
371-6500
Information and first appointment
533-8200
1-800-782-1008

This service offers counseling in all areas of mental health for adults and youth.

United Cerebral Palsy Association of Greater St. Louis

8645 Old Bonhomme Rd.
St. Louis, MO 63132
994-1600

The following programs are available:

1. Parent-Infant Program (0-18 months of age - teaches the parent early childhood skills)
2. Early Intervention Program (up to 36 months - provides instruction to encourage developmental growth and independence)
3. Adult Activities Program (training for independent living, functional and academic skill)

- development plus social activities for disabled adults ages 21 yrs. and older)
4. Marlborough Hall (emergency residential care)
 5. Canterbury enterprises (sheltered employment program)

Social Skills Curriculum Guide, 1992

XXXIII. Cross Reference Drug-Free Schools Curriculum

This table contains topics found in the Social Skills Curriculum Guide and the Drug-Free Schools Curriculum and are listed in the first column. The appropriate kit level(s) from the Drug-Free Schools Curriculum is indicated in the second column.

SKILLS FOR EXPRESSING FEELINGS

Identifies what is important to self and others	4-12
Develops a positive relationship	4-12
Identifies feelings of acceptance	Pre-12
Identifies feelings and their causes	Pre-12
Accepts consequences	Pre-12

SOCIAL RELATIONSHIP SKILLS

Abides by ground rules for discussion	Pre-12
Uses steps to make friends	Pre-12
Initiates a request for group acceptance	2-12
Cooperates/helps others	2-12
Asks for help	Pre-12

Participates in positive alternative activities 2-12

CLASSROOM SKILLS

Abides by ground rules for discussion Pre-12

Establishes rapport with trusted person 5-12

DECISION-MAKING & PROBLEM SOLVING SKILLS

Identifies what is important to self and others 4-12

Deals with mistakes 5-12

Makes choices: right or wrong Pre-12

Makes choices: limited 2-12

Makes choices: informed 5-12

CONFLICT MANAGEMENT SKILLS

Deals with mistakes 5-12

Identifies alternative ways to deal with stress Pre-12

Deals with peer pressure 4-12

Participates in positive alternative activities 2-12

Accepts consequences Pre-12

Homework Report - Primary

Name:

Date:

Skill:

Process (Skill) Steps:

- 1.
- 2.
- 3.
- 4.

I did. . .

Signature

Adapted form of Skillstreaming in Early Childhood, McGinnis Goldstein, 1990

Social Skills Curriculum Guide, 1992