

Social Skills Training

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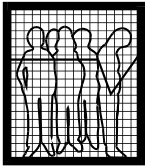
Dr. Sheldon Braaten

**Prince George's County Public Schools
February 6, 2009**

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Agenda

Introduction

- factors contributing to challenging behavior
- learning based interventions

Introduction to *Social Skills Training*

Role Playing- social skills training rehearsal

Transfer and Maintenance - generalization

Management of Behavior Problems

Developing Implementation Plans

Q & A

Objectives and Content:

This workshop will examine the scope of challenging behavior among children and youth in schools, homes the community and institutions. It will provide participants with background and rationale for teaching prosocial skills as one essential component of prosocial development.

You will learn:

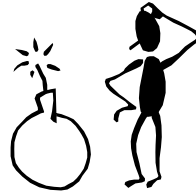
- A model for understanding behavioral/social deficiencies
- A framework for psychological skills training
- The social skills curriculum
- How to run training groups
- How to deal with resistance
- How to enhance generalization of learned skills
- How to develop an implementation plan

STUDENTS WITH SED/EBD

EXTREMES OF ANY KIND OF BEHAVIOR:

**Too fast or too slow
Too brave or too fearful
Too serious or too silly
Too active or too passive
Too giddy or too unhappy
Too noisy or too quiet
Too intense or too apathetic
Too excitable or too phlegmatic
Etc.**

Eleanor Guetzloe



**TOO....
A definition**

They do....

**Too much or too little of particular behaviors,
To often,
With too many different kinds of problems,
In too many places,
With too many people,
For too long a period of time,
Requiring too many interventions,
Resulting in too little change.**

Sheldon Braaten



CHARACTERISTICS OF STUDENTS WITH EBD

		BEHAVIORAL	
		DEFICITS	EXCESSES
T Y P E	INTERNALIZER	IN TOO MANY ENVIRONMENTS	
		CONTRIBUTING EXPRESSING FEELINGS DEALING WITH STRESS ASSERTIVENESS JOINING IN NEGOTIATING PROBLEM SOLVING REWARDING SELF HAVING FUN	T O O
	EXTERNALIZER	OVER TOO LONG OF A PERIOD OF TIME	
		LISTENING ASKING FOR HELP FOLLOW DIRECTIONS IGNORING SETTING GOALS ACCEPTING "NO" MAKING DECISIONS PROBLEM SOLVING NEGOTIATING RELAXING SELF-MANAGEMENT	F R E Q U E N T L Y
TOO UNRESPONSIVE TO TYPICAL INTERVENTIONS			

CHARACTERISTICS OF STUDENTS WITH EBD

		BEHAVIORAL	
		DEFICITS	EXCESSES
		IN TOO MANY ENVIRONMENTS	
T Y P E	INTERNALIZER		TOO
	EXTERNALIZER		FREQUENTLY
		OVER TOO LONG OF A PERIOD OF TIME	
		TOO UNRESPONSIVE TO TYPICAL INTERVENTIONS	

Why Children Do Not Learn or Perform Acceptable Social Behavior

- 1. They do not know what the appropriate behavior is-they have not been taught.**
- 2. They have the knowledge, but lack the practice.**
- 3. Emotional responses to situations (anxiety, fear, anger) prevent thinking effectively and performing the desired behavior.**
- 4. They receive reinforcement for undesirable behavior and are not adequately reinforced for prosocial behavior.**

J. Kauffman

Ways Schools Might Contribute to the Development of Behavior Problems

- 1. Insensitivity to students' individuality.**
- 2. Inappropriate expectations for students.**
- 3. Inconsistent behavior management practices.**
- 4. Required instruction in nonfunctional and irrelevant skills.**
- 5. Ineffective Instruction in critical skills.**
- 6. Destructive contingencies of reinforcement.**
- 7. Undesirable models of conduct.**

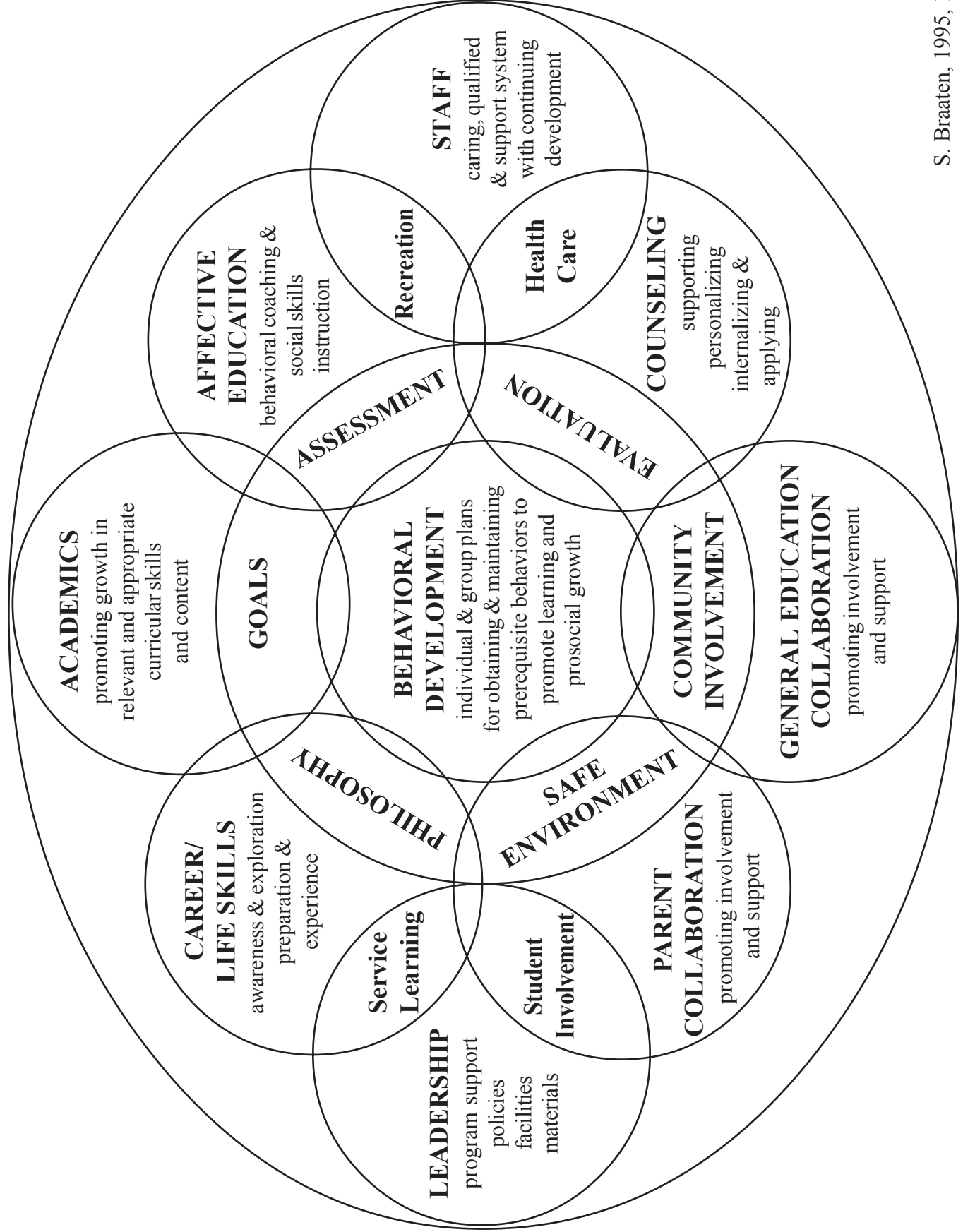
J. Kauffman

Opportunistic Teaching

- 1. Create a positive learning situation.**
- 2. Clearly describe the problem.**
- 3. Describe and label the skill.**
- 4. Offer reasons for using the skill.**
- 5. Invite practice on the spot.**
- 6. Provide feedback.**

K. R. Young & R. West

EBD PROGRAMMING COMPONENTS



INTERVENTION PLANNING OPTIONS

Sheldon Braaten

THERAPY = LEARNING SKILLS
NEEDS = CURRICULUM
TREATMENT PLAN = STRATEGIES & TACTICS = EFFECTIVE INSTRUCTION
GOALS = TRANSFER & MAINTENANCE

PERSONAL SKILLS

COMPETENCY = MASTERY = PROFICIENCY
FUNCTIONAL = MEETS A NEED = CAN BE DONE
RELEVANT = PERSONALLY MEANINGFUL
STRENGTH-BASED = SUCCESS BUILDING
DEVELOPMENTALLY APPROPRIATE = AGE = ABILITY = INTEREST
GENERALIZABLE = TO SETTINGS = TO CONDITIONS

THE CURRICULUM

- ⇒ **BASIC ACADEMICS**
- ⇒ **SOCIAL SCIENCES**
- ⇒ **CAREER-VOCATIONAL**
- ⇒ **ARTS**
- ⇒ **RECREATION**
- ⇒ **PERSONAL CARE**
- ⇒ **INTERPERSONAL**
- ⇒ **INTRAPERSONAL**

INTRAPERSONAL SKILLS

- ⇒ **ORGANIZATIONAL SKILLS**
- ⇒ **STUDY SKILLS**
- ⇒ **PROBLEM SOLVING SKILLS**
- ⇒ **GOAL SETTING SKILLS**
- ⇒ **ANGER CONTROL SKILLS**
- ⇒ **SELF-CONTROL SKILLS**
- ⇒ **STRESS MANAGEMENT SKILLS**
- ⇒ **MORAL REASONING SKILLS**
- ⇒ **SELF-ACCEPTANCE**

INTERPERSONAL SKILLS

A. GOLDSTEIN

- ⇒ **SOCIAL SKILL TRAINING**
- ⇒ **SITUATIONAL PERCEPTION TRAINING**
- ⇒ **EMPATHY TRAINING**
- ⇒ **COOPERATION TRAINING**
- ⇒ **BEHAVIOR MODIFICATION TRAINING**
- ⇒ **RECRUITING SUPPORTIVE MODELS**
- ⇒ **UNDERSTANDING & USING GROUPS**

Psychological Skills Training

Arnold Goldstein, 1981

Definition

...the planned, systematic teaching of specific behaviors needed and consciously desired by the individual in order to function in an effective and satisfying manner, over an extended period of time, in a broad array of positive, negative, and neutral interpersonal contexts.

Therapy

- The learning process is the central concern of American psychology
- Psychotherapeutic treatment is increasingly viewed in learning terms
- The “helpee” is lacking, deficient, or at best deficient in skills necessary for effective and satisfying personal and personal functioning.

Task of the Therapist/Trainer

- Active and deliberate teaching of desirable behaviors

Social Competence:

- Effective use of social skills
- Absence of maladaptive behaviors
- Positive relations with others
- Accurate/age appropriate cognition

DEVELOPING SOCIAL SKILLS

Peggy Patten, M.Ed.
Statewide Child Care Resource & Referral Training Coordinator
Human Development and Family Studies University of Illinois

Child care professionals play an important part in raising healthy children. Caregivers help children develop healthy bodies, minds, and feelings about themselves. One of the most important things providers teach children is how to get along with others. No matter how gifted a child is physically or mentally, that child's happiness and success in life will also depend on his ability to get along with people.

There are many ways to help children develop social skills. One way is to establish a set of rules or standards for acceptable behavior in your center. While the exact rules may vary among caregivers, most probably fall into one of three broad categories. These are:

- We need to respect ourselves
- We need to respect others
- We need to respect things.

The rules you establish that teach these general principles must be repeated often and made very clear to the children.

A second way we teach social skills is by the behavior we model. We cannot ask children to treat each other decently and then treat children disrespectfully ourselves. Children learn by watching and practicing what adults do. Every time you talk kindly to the children, you are teaching them how to talk kindly to each other.

A third way to encourage positive behavior is to teach children specific social skills. One important skill children must learn is to consider the feelings of others. They also must think about how their behavior affects others. Very young children do not have this ability. But you can help them learn to do this. For example, if one child has hit another you might say: "Mary is crying. You hurt Mary when you hit her."

We can also teach children acceptable ways to respond to difficult situations. Don't just TELL children to share. Teach them HOW to share. They could take turns. Or they could divide the toys up so that each has some. They could also find a way to play together with the toys. Children who grab toys from others or bother other children who are playing sometimes just want to play with them. But they do not know how to join the group. Teach them how to ask to play. You can also teach children words to use when they are hurt or bullied by other children. Teach them to say "That really hurts!" and "Stop that!"

In each of these examples, you are giving children the skills they need to deal with a difficult social situation. You can help provide the words to use. Make sure that communication is actually occurring. See that the matter gets resolved, and give children feedback about how well they managed the situation. Tell them what worked or did not work. Your ultimate goal is for your children to be successful enough in using these new skills that they just naturally want to use them. Eventually they won't need so much coaching.

Take advantage of these unplanned times to teach social skills throughout the day. You can also plan opportunities to give children practice in these areas. Have discussions at mealtimes or group times. Plan activities that teach specific social skills.

Get photographs of faces showing different emotions: happiness, anger, fear, sadness, or surprise. Show only half the face. Ask the children to identify the emotion. Talk about how they knew how the person in the photograph was feeling. Ask why that person might be feeling happy, sad, angry, or scared. This exercise helps children identify emotions in themselves and in others.

Offer older preschoolers and school-age children activities to encourage problem solving and cooperation. Provide something for your group of five children that cannot be easily divided among all members. You might use four puppets, two cars, or three balls. Ask the children to suggest ways to use the toys that they can all accept. Be sure that all ideas are discussed.

Encourage children to offer and accept affection and appreciation. Try an "Appreciation Circle." Introduce this activity by telling children that it is sometimes hard for people to tell others what they like or appreciate about them. Each day, give one child a turn to be appreciated. Everyone should say one thing that they really like or appreciate about that person. This activity is especially good for those "hard-to-like" children. These children are seldom shown affection by children and adults.

Puppets are good tools for teaching children how to respond to difficult situations. Involve the children in puppet shows about the kinds of problems they might have dealing with other children. Have the puppets act out different ways to solve the problem.

Books can give you more ideas for activities to help develop social skills in children. Ask your local librarian for suggestions. Some books you might look for are: *Promoting the Social Development of Young Children* by Charles Smith, *The Cooperative Sports and Games Book* by Terry Orlick, *Creative Teaching with Puppets* by B. Rountree, or *The New Games Book: Play Fair, Nobody Hurt* by A. Fluegelman.

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Reprinted with permission from the National Network for Child Care - NNCC. Patten, P. (1992). Developing social skills. In Todd, C.M. (Ed.), *Day care center connections*, 1(4), pp. 1-2. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.

Retrieved from: http://www.nncc.org/Guidance/dc14_develop.social.skill.html

Stages of learning

Acquisition: in the process of acquiring the skill....direct instruction
Aim is accuracy of response

Reversion: in the process of acquiring the skill but responds erratically....reinforce correct responses and pinpoint error patterns
Aim is accuracy of response

Proficiency: responds correctly but with insufficient speed.....practice
Aim is faster rates of response

Maintenance: learner retains accuracy and fluency....periodically evaluate and when necessary reinforce
Aim is retention of the skill

Generalization: transfers skill to new situations and settings.....provide direct instruction in alternate setting when fails to generalize...
program for generalization
Aim is expansion of the skill across situations, behaviors, and time

Adaption: applies skill to entirely new situations...problem solving that draws upon previous learning
Aim is extension of knowledge to new areas

Reference:

Idol, L., & West, J. F. (1993). Effective instruction of difficult-to-teach Students: An inservice and preservice professional development program for classroom, remedial, and special education teachers. Austin, TX: Pro-ed.

**ASSESSMENT OF COMPETENCE
A. GOLDSTEIN**

ASSESSMENT PROVIDES:

- **BASIS FOR INDIVIDUALLY PRESCRIPTIVE USE OF CURRICULUM (IDENTIFIES SKILL DEFICIENCIES)**
- **BASIS FOR EVALUATING STUDENT PROGRESS (SKILL ENHANCEMENT)**
- **BASIS FOR CURRICULUM EVALUATION**

TYPES OF ASSESSMENT DATA:

- **STANDARDIZED INVENTORIES**
- **BEHAVIORAL OBSERVATION IN NATURAL SETTING**
- **BEHAVIORAL OBSERVATION IN ROLE PLAY**
- **STRUCTURED INTERVIEWS**
- **SELF-MONITORING**
- **EVALUATION BY SIGNIFICANT OTHERS**
- **COMMUNITY FUNCTIONING INDICES**

ASSESSMENT PRINCIPLES:

- **MULTIMODAL ASSESSMENT BATTERY**
- **PROXIMAL MEASURES (ACQUISITION EFFECTS)**
- **DISTAL MEASURES (TRANSFER & MAINTENANCE EFFECTS)**

What Is the Best Way to Assess Young Children's Social Competence?

What is social competence?

Social competence refers to a person's ability to get along with other people. A child's social competence is affected by how well she communicates with other children and with adults. A child's views of herself in relation to her family, peers, and the wider world also affect her social competence.

What makes social competence so important during childhood?

A young child's ability to get along with other children contributes much to all aspects of his development. How well a child gets along with others may be "the single best childhood predictor of adult adaptation," according to W.W. Hartup. For example, "Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously at risk" (Hartup, 1992, p. 1). Quite a bit of research during the past 20 years suggests that children who do not have a basic level of social competence by the age of 6 may have trouble with relationships when they are adults (Ladd, 2000; Parker & Asher, 1987). The long-range risks for a child who cannot interact well with other children may include poor mental health, low academic achievement and other school difficulties, and poor employment history (Katz & McClellan, 1997).

On the other hand, a child is more likely to have better mental health, stronger relationships, and more success in school and work if he has many chances to strengthen his social competence by playing, talking, working out disagreements, and collaborating with peers and adults. It is not necessary that a child be a "social butterfly." Quality matters more than quantity when it comes to a child's friendships. Children who have at least one close friend usually tend to increase their positive feelings about school over time (Ladd, 1999). Some children may simply be more shy, more inhibited, or more cautious than others. Pushing such children to interact with peers can make them very uncomfortable. Unless a child is so extremely shy that she cannot enjoy many of the "good things of life" (parties, picnics, family outings), she will probably outgrow her shyness if adults around her handle it with calm understanding.

How does a child develop social competence?

A person's social development starts at birth. Even tiny babies begin to interact with the people around them. They respond to voices. They cry to let caregivers know they need something. They make eye contact and smile at those who feed them, hold them, or play with them.

Adults and older children, intentionally or not, are models for young children of how to behave with other people. In fact, a great deal of children's social behavior is influenced by what they observe other people doing.

Most children's social skills increase rapidly during the preschool years. It is important to keep in mind that children of the same age may not have the same levels of social competence. Research shows that children have distinct personalities and temperaments from birth. Some children may face special challenges when they interact with peers and adults. A visually impaired child may not be able to "read" peers' gestures and facial expressions. A child with hearing, speech, or language difficulties may have trouble with the day-to-day talk that helps children become friends.

Relationships within the family may also affect a child's social behavior. Behavior that is appropriate or effective in one culture may be less so in another culture. Children from diverse cultural and family backgrounds thus may need help in bridging their differences and in finding ways to learn from and enjoy one another. Teachers can help by creating classroom communities that are open, honest, and accepting of differences.

Much research suggests that pretend play can contribute to young children's social and intellectual development. When children pretend to be someone or something else, they practice taking points of view other than their own. When they pretend together, children often take turns and make "deals" and decisions cooperatively. Such findings

suggest that children in early childhood programs ought to have regular opportunities for social play and pretend play. Teachers can observe and monitor the children's interactions.

How can we evaluate a child's social competence?

The checklist below was created to help teachers and caregivers check to see whether a child's social competence is developing well. The intent of this checklist is not to *prescribe* correct social behavior but rather to help teachers observe, understand, and support children whose social skills are still forming. The list is based on research on elements of young children's social competence and on studies comparing behavior of well-liked children with that of children who are not as well liked (Katz & McClellan, 1997; Ladd & Profilet, 1996; McClellan & Kinsey, 1999).

Many of the attributes included in the checklist indicate adequate social growth if they are *usually* true of the child. Illness, fatigue, or other stressors can cause short-term variations in a child's apparent social competence. Such difficulties may last only a few days. Teachers or caregivers will want to assess each child based on their frequent direct contact with the child, observation of the child in a variety of situations, and information given by parents and other caregivers.

If a child seems to have most of the traits in the checklist, then she is not likely to need special help to outgrow occasional difficulties. On the other hand, a child who shows few of the traits on the list might benefit from adult-initiated strategies to help build more satisfying relationships with other children.

The Social Attributes Checklist

I. Individual Attributes

The child:

- Is usually in a positive mood.
- Usually comes to the program willingly.
- Usually copes with rebuffs or other disappointments adequately.
- Shows interest in others.
- Shows the capacity to empathize.
- Displays the capacity for humor.
- Does not seem to be acutely lonely.

II. Social Skills Attributes

The child usually:

- Interacts nonverbally with other children with smiles, waves, nods, etc.
- Expects a positive response when approaching others.
- Expresses wishes and preferences clearly; gives reasons for actions and positions.
- Asserts own rights and needs appropriately.
- Is not easily intimidated by bullies.
- Expresses frustrations and anger effectively, without escalating disagreements or harming others.
- Gains access to ongoing groups at play and work.
- Enters ongoing discussion on a topic; makes relevant contributions to ongoing activities.
- Takes turns fairly easily.
- Has positive relationships with one or two peers; shows the capacity to really care about them and miss them if they are absent.
- Has "give-and-take" exchanges of information, feedback, or materials with others.
- Negotiates and compromises with others appropriately.
- Is able to maintain friendship with one or more peers, even after disagreements.
- Does not draw inappropriate attention to self.
- Accepts and enjoys peers and adults who have special needs.
- Accepts and enjoys peers and adults who belong to ethnic groups other than his or her own.

III. Peer Relationship Attributes

The child:

- Is usually accepted versus neglected or rejected by other children.
- Is usually respected rather than feared or avoided by other children.
- Is sometimes invited by other children to join them in play, friendship, and work.
- Is named by other children as someone they are friends with or like to play and work with.

IV. Adult Relationship Attributes

- Is not excessively dependent on adults.
- Shows appropriate response to new adults, as opposed to extreme fearfulness or indiscriminate approach.

References

Hartup, W. W. (1992). *Having friends, making friends, and keeping friends: Relationships as educational contexts*. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Katz, L. G., & McClellan, D. E. (1997). *Fostering children's social competence: The teacher's role*. Washington, DC: National Association for the Education of Young Children.

Ladd, G. W. (1999). Peer relationships and social competence during early and middle childhood. *Annual Review of Psychology, 50*, 333-359.

Ladd, G. W. (2000). The fourth R: Relationships as risks and resources following children's transition to school. *American Educational Research Association Division E Newsletter, 19*(1), 7, 9-11.

Ladd, G. W., & Profilet, S. M. (1996). The child behavior scale: A teacher-report measure of young children's aggressive, withdrawn, and prosocial behaviors. *Developmental Psychology, 32*(6), 1008-1024. EJ 543 361.

McClellan, D. E., & Kinsey, S. (1999) Children's social behavior in relation to participation in mixed-age or same-age classrooms. *Early Childhood Research & Practice* [Online], 1(1). Available: <http://ecrp.uiuc.edu/v1n1/mcclellan.html>.

Parker, J. G., & Asher, S. R. (1987). Peer relations and later personal adjustment: Are low-accepted children at risk? *Psychological Bulletin, 102*(3), 357-389.

Web Resources

Promoting the Emotional Well-Being of Children and Families Policy Paper No. 3: Ready to Enter: What Research Tells Policymakers about Strategies to Promote Social and Emotional School Readiness among Three- and Four-Year-Old Children

<http://www.ecs.org/html/offsite.asp?document=http%3A%2F%2Fecpnet%2Ecolumbia%2Eedu%2Fdept%2Fnccp%2FProEmoPP3%2Ehtml>

Social-Emotional Learning in Early Childhood: What We Know and Where to Go from Here
<http://www.casel.org/downloads/SELearlychildhood.pdf>

Center on the Social and Emotional Foundations for Early Learning
<http://www.vanderbilt.edu/csefel>

Emotions Matter: Making the Case for the Role of Young Children's Emotional Development for Early School Readiness
<http://www.srcd.org/Documents/Publications/SPR/spr16-3.pdf>

Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children
<http://www.casel.org/downloads/kauffmann.pdf>

Early Child Development in Social Context: A Chartbook. Socioemotional Development
http://www.cmwf.org/usr_doc/ChildDevChartbk.pdf

Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need to Succeed
<http://www.casel.org/downloads/goodbeginning.pdf>

Strengthening Social and Emotional Competence in Young Children: The Foundation for Early School Readiness and Success. Incredible Years Classroom Social Skills and Problem-Solving Curriculum
<http://www.incredibleyears.com/research/article-foundation-fo-early-school-readiness-sccess-04.pdf>

IEL Tip Sheets on Emotional and Social Development
<http://ecap.crc.uiuc.edu/cgi-bin/iel/searchiel.cgi?searchtype=tipcategory&categories=Social/Emotional+Development>

Adapted (with some additions) from McClellan & Katz (2001) Assessing Young Children's Social Competence and McClellan & Katz (1993), Young Children's Social Development: A Checklist.

Retrieved from: <http://www.illinoisearlylearning.org/faqs/socialcomp.htm>

Skillstreaming Skill Checklist (Sample)

Trainer: _____

Student: _____

Grade: _____ Age: _____

Listed below you will find a number of skills that students are more or less proficient in using. This checklist will help you to evaluate how well each student uses the various skills. You can then use this information in grouping students into Skillstreaming classes. The information can also be used to decide which skills to teach to a given group of students. Rate each student's based on your observation of his or her behavior.

Circle 1 if the student is *never* good at using the skill

Circle 2 if the student is *seldom* good at using the skill

Circle 3 if the student is *sometimes* good at using the skill

Circle 4 if the student is *often* good at using the skill

Circle 5 if the student is *always* good st using the skill

Rate the student on all skills listed. If you know a situation in which the student has particular difficulty in using the skill well, please note it briefly in the space marked "Problem situation."

- | | Never | Seldom | Sometimes | Often | Always |
|--|-------|--------|-----------|-------|--------|
| 1. Listening: Does the student pay attention to someone who is talking and make an effort to understand what is being said?
Problem situation: _____ | 1 | 2 | 3 | 4 | 5 |
| 2. Starting a conversation: Does the student talk to others about light topics and then lead into more serious topics?
Problem situation: _____ | 1 | 2 | 3 | 4 | 5 |
| 3. Having a conversation: Does the student talk to others about things of interest to both of them?
Problem situation: _____ | 1 | 2 | 3 | 4 | 5 |

SKILLSTREAMING LEVELED SKILL GROUPS

A. Goldstein & E. McGinnis

EARLY CHILDHOOD SKILL GROUPS – 40 SKILLS

- Group I. Beginning Social Skills
- Group II. School-related Skills
- Group III. Friendship-making Skills
- Group IV. Dealing with Feelings
- Group V. Alternatives to Aggression
- Group VI. Dealing with Stress

ELEMENTARY CHILD SKILL GROUPS - 60 SKILLS

- Group I. Classroom Survival Skills
- Group II. Friendship-Making Skills
- Group III. Dealing with Feelings
- Group IV. Skill Alternatives to Aggression
- Group VI. Skills for Dealing With Stress

ADOLESCENT SKILL GROUPS - 50 SKILLS

- Group I. Beginning social skills
- Group II. Advanced social skills
- Group III. Dealing with feelings
- Group IV. Alternatives to aggression
- Group V. Skills for dealing with stress
- Group VI. Planning skills

SKILLSTREAMING

(Social Skills Training)

BASIC STEPS

MODELING

(Skill Demonstration by Trainers)

+

ROLE PLAYING

(Skill Rehearsal by Youth)

+

PERFORMANCE FEEDBACK

(By Trainers and All Youth in Group)

+

GENERALIZATION TRAINING

(To Increase both Transfer and Maintenance)

Teaching Social Skills

Getting Ready

- Assess and/or Develop Personal Training Skills
- Get Support from Building Principal and Colleagues
- Communicate with and Get Support from Parents
- Select Co-trainer
- Select Curriculum and Support Materials
- Plan and Schedule
- Plan for Behavior Management

Implementing

- Assessment-Students' Strengths and Deficits
- Decide Grouping
- Select Lesson
- Teach Lessons
- Transfer and Maintenance

Teaching Steps

- Define the Skill
- Model the Skill
- Discuss Students' Need for the Skill
- Select Role Play Actors
- Conduct Role Plays
- Provide Feedback
- Assign Homework
- Select the Next Role Player

Follow-up

- Monitor and Evaluate Your Program
- Feedback to Students
- Report to Principal & Colleagues
- Report to Parents
- Be Patient

Adapted from Arnold Goldstein

**AGGRESSION REPLACEMENT TRAINING
SKILL BUILDING INSTRUCTION EVALUATION**

Facility: _____ Observer: _____ Title: _____

Date: _____ Trainer: _____ Title: _____

Time Session Began: _____ Co-Trainer: _____ Title: _____

Time Session Ended: _____ Number of Youth Attending: _____

ART Week # (or supplemental session): _____

Location: _____ Seating Arrangement: _____

1. Were any issues from last Skillstreaming Group reviewed (i.e., homework difficulties; group member(s) needing more role playing)? Y N

2. Were group norms reviewed? Y N

Comments: _____

3. What visual aids were used? poster of the skill of the week
 skill cards for group members
 other visual aid _____

4. Was the skill introduced, steps read and briefly explained? Y N

5. Was skill modeled by Trainer/Co-Trainer? Y (once) Y (twice) N

6. Were all the steps for performing the skill identified during modeling? Y N

7. Were the modeling demonstrations relevant to the youth (i.e., adolescent situations)? Y N

8. Did the Trainer open discussion about each young persons' *need* for the skill? Y N

Comments: _____

9. Did each youth roleplay the skill of the session as the Main Actor? Y N

10. Did each youth provide performance feedback to roleplays of the other youth? Y N

Comments: _____

**AGGRESSION REPLACEMENT TRAINING
SKILL BUILDING INSTRUCTION EVALUATION**

11. Was order of performance feedback given to role playing youth appropriate?
 Yes – Co-actor, Group members, Co-trainer, Trainer, Main Actor (preferred order)
 No
Comments: _____

12. Were homework assignments given to each youth? Y N

13. Was behavior management (inappropriate youth behavior) an issue during the session? Y N

Comments: _____

If there were behavior management issues, how were they handled?

Items for Post-Group De-briefing between Observer and Group Training and Co-trainer:

14. Trainer's self-evaluation of session and ideas for improvement:

15. Co-Trainer's self-evaluation of session and ideas for improvement:

16. Observers feedback and recommendations:

Observer's Comments and Recommendations received: _____
(Group Trainer's Signature & Date)

**AGGRESSION REPLACEMENT TRAINING
SKILL BUILDING INSTRUCTION EVALUATION**

Modeling

- When Modeling, did the person give two examples (vignettes)?
- Was the modeling relevant to the group?
- Did each model (vignette) have a positive outcome (pro-social)?
- Did the model portray similar characteristics to the individual being depicted in the vignette?

Role Play

- Did the group leader review/remind the trainees of their parts?
- Did the group leader (facilitator) instruct the non-role play members of the group to observe the role play, assigning specific tasks to each as appropriate?
- Did the group leaders ensure the actor/co-actor remained in role?
- Did the group leader ensure that the role play clearly depicted the skill being practiced (i.e., did they ensure practice of perfect!)?
- Did the group leader ensure that each trainee had an opportunity to be a main actor?

Performance Feedback

- Did the group provide reinforcement for the skill being role played?
- Did the group leader provide reinforcement to the co-actor for his/her assistance?
- Was the reinforcement given commensurate with the quality of the performance?
- Was reinforcement given for adequate performance?
- Was reinforcement provided when improved performance was observed?

**AGGRESSION REPLACEMENT TRAINING
SKILL BUILDING INSTRUCTION EVALUATION**

DIRECTIONS: Using the following criteria, please assess how effectively the Trainer and Co-Trainer conducted the skills training group.

1. Demonstrate knowledge of the content presented.

2. Pace of the Presentation.

3. Use of platform skills (body, hands, eye contact, facial expression, voice)

4. Keep participants interested and involved.

5. Use visuals to support the presentation and clarify concepts.

6. Convey enthusiasm and a belief in what is presented.

7. Organized and structured the activity (followed established procedure).

SOCIAL/BEHAVIORAL SKILLS
10 WEEK CURRICULUM
From Aggression Replacement Training

1. Making a complaint
2. Understanding the feelings of others
3. Getting ready for a difficult conversation
4. Dealing with someone else's anger
5. Keeping out of fights
6. Helping others
7. Dealing with an accusation
8. Dealing with group pressure
9. Expressing affection
10. Responding to failure

Types of Group Management Problems

- I. Inactivity
 1. Minimal participation
 2. Apathy
 3. Falling asleep
- II. Active Resistance
 4. Participation, but not as instructed
 5. Passive-aggressive isolation
 6. Negativism
 7. Disruptiveness
- III. Hyperactivity
 8. Digression
 9. Monopolizing
 10. Interruption
 11. Excessive restlessness
- IV. Cognitive Inadequacies & Emotional Disturbance
 12. Inability to pay attention
 13. Inability to understand
 14. Inability to remember
 15. Bizarre behavior

Methods for Reducing Group Management Problems

- I. Simplification Methods
 1. Reward minimal trainee accomplishment
 2. Shorten the role play
 3. Have trainer “feed” sentences to the trainee
 4. Have trainee read a prepared script portraying the behavioral step
 5. Have trainee play co-actor role first
- II. Elicitation of Response Methods
 6. Call for volunteers
 7. Introduce topics for discussion
 8. Call on a specific trainee
 9. Reinstruct trainees by means of prompting or coaching
- III. Threat Reduction Methods
 10. Employ additional live modeling by trainers
 11. Postpone trainee’s role play until last in sequence
 12. Provide reassurance to the trainee
 13. Provide empathic encouragement to the trainee
 14. Clarify aspects of the trainee’s task which are experienced as threatening
 15. Restructure aspects of the task which are experienced as threatening
- IV. Termination of Response Methods
 16. Interrupt ongoing trainee behavior
 17. Ignore ongoing trainee behavior
 18. Discontinue contact and turn to another trainee
 19. Remove trainee from group participation

Skill 51: Evaluating Your Program

Evaluation is a prerequisite for successful intervention work.

STEPS	TRAINER NOTES
1. Identify and describe target behavior(s)	Be specific - state excesses & deficits in concrete observable language
2. Obtain baseline information	Measure strength-frequency, duration intensity; also standardized scales
3. Formulate behavioral change goals.	Establish explicit measurable objectives as criterion for evaluation
4. Start ART Program	Implement and document treatment quality
5. Continue data collection	Continuous data gathering of multiple targets and important life measures
6. Evaluate level of goal attainment	Compare strength of target behaviors before, during and after.
7. Report and disseminate results	Communicate findings to policy-makers, constituents & practitioners

Bengt Daleflod, ICART Research Committee

GENERAL TRAINER SKILLS FOR SKILLSTREAMING

- ▶ Oral communication and teaching ability
- ▶ Flexibility and resourcefulness
- ▶ Enthusiasm
- ▶ Ability to work under pressure
- ▶ Interpersonal sensitivity
- ▶ Listening skills
- ▶ Knowledge of human behavior and development

DEVELOPING AN ART IMPLEMENTATION PLAN

TRAINER: _____ SCHOOL/AGENCY _____

1. WHO NEEDS TO KNOW AND HOW WILL THEY BE INFORMED?

MEETING LETTER PHONE

STUDENTS-TRAINEES
PARENTS
ADMINISTRATORS
COLLEAGUES
OTHER AGENCIES
STUDENT PEERS
OTHER

2. SELECT CO-TRAINER(S)

COLLEAGUE AT WORK SITE
COLLABORATIVE AGENCY
OTHER

3. HOW WILL TRAINEES BE SELECTED AND ASSESSED?

WHO SHOULD/WILL BE IN THE GROUP(S)?
WHO SHOULD/WILL NOT BE IN THE GROUP(S)?
WHAT DATA WILL BE INCLUDED IN ASSESSMENT PROCESS?

WHO WILL BE RESPONSIBLE FOR INITIAL SKILL LEVEL ASSESSMENT?

4. SELECT THE LOCATION AND TRAINING SCHEDULE

WHERE?
WHEN?
HOW OFTEN?

5. PREPARE CURRICULUM AND SUPPORT MATERIALS

FLIP CHART, BLACKBOARD OR OVERHEAD PROJECTOR
SKILL CARDS, BOOKS OR POSTERS
HOMEWORK SHEETS
SELECT LESSIONS

6. PLAN FOR BEHAVIOR MANAGEMENT

7. PLAN FOR TRANSFER AND MAINTENANCE

AT HOME
WITHIN SCHOOL
WITHIN THE COMMUNITY

8. BARRIERS THAT NEED TO BE ADDRESSED

9. PLAN TO MONITOR AND EVALUATE THE PROGRAM

WHAT DATA WILL BE COLLECTED?
HOW OFTEN?
HOW WILL IT BE ANALYZED OR SUMMARIZED?
FEEDBACK TO TRAINEES
REPORT TO PARENTS
REPORT TO ADMINISTRATORS
REPORT TO INVOLVED AGENCIES

TIPS FOR PREVENTING PROBLEMS

Sheldon Braaten

Do's

Be a good example
Be alert
Be appreciative
Be benevolent
Be calm
Be careful
Be cheerful
Be clear
Be confident
Be consistent
Be constructive
Be courteous
Be decisive
Be diligent
Be direct
Be encouraging
Be fair
Be firm
Be forgiving
Be friendly
Be genuine
Be helpful
Be honest
Be instructive
Be just
Be kind
Be a listener
Be optimistic
Be patient
Be pleasant
Be polite
Be positive
Be prepared
Be prompt
Be reasonable
Be respectful
Be responsible
Be sincere
Be structured
Be supportive
Be thoughtful
Be understanding
Be vigilant

Be watchful

Be zestful

Post rules

Explain rules

Document violations

Report violations

Enforce rules

Don'ts

Assume

Argue

Beg

Belittle

Embarrass

False promises

Guilt

Harass

Ignore

Lie

Nag

Power struggles

Provoke

Revenge

Ridicule

Strike a student

Tease

Threaten

Use profanity

Use put-downs

Use sarcasm

Yell

Be afraid to apologize

Know and address students by their names.

Treat each day as a new day.

Maintain a good sense of humor

Sheldon Braaten © 1999

Behavioral Institute for

Children and Adolescents

Arden Hills, MN