

Wilfrid Laurier University

Scholars Commons @ Laurier

Theses and Dissertations (Comprehensive)

1982

The Effects of Peer-Tutoring in Social Skills Development Groups for Antisocial Children

Connie S. Van Andel
Wilfrid Laurier University

Follow this and additional works at: <https://scholars.wlu.ca/etd>



Part of the [Child Psychology Commons](#)

Recommended Citation

Van Andel, Connie S., "The Effects of Peer-Tutoring in Social Skills Development Groups for Antisocial Children" (1982). *Theses and Dissertations (Comprehensive)*. 1562.
<https://scholars.wlu.ca/etd/1562>

This Thesis is brought to you for free and open access by Scholars Commons @ Laurier. It has been accepted for inclusion in Theses and Dissertations (Comprehensive) by an authorized administrator of Scholars Commons @ Laurier. For more information, please contact scholarscommons@wlu.ca.

THE EFFECTS OF PEER-TUTORING IN SOCIAL
SKILLS DEVELOPMENT GROUPS FOR
ANTISOCIAL CHILDREN

By

Connie S. Van Andel

A Thesis

Submitted to the Department of Psychology
In Partial Fulfillment of the Requirements
for the Degree
Master of Arts

Wilfrid Laurier University

Waterloo, Ontario

Canada

July, 1982

UMI Number: EC56473

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent on the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EC56473

Copyright 2012 by ProQuest LLC.

All rights reserved. This edition of the work is protected against unauthorized copying under Title 17, United States Code.



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

TO JUDY

Acknowledgements

I would like to thank all of the members of my committee: Dr. Robert Morgan, Dr. Jim Dudeck, and Dr. Steve Chris. I would like to give special thanks to my advisor, Dr. Geoff Nelson for his invaluable advice, support, and encouragement through every stage of this thesis. In addition, I would also like to thank my friend and fellow student, Terry Shkilynk, for his help and support in the implementation of this project.

Abstract

Sixteen children in grades 1-6, displaying antisocial behavior, as judged by teachers, guidance counsellors, principals and parents, participated in an 18 week social skills training program. The effectiveness of the program was assessed using a pre-test, post-test non-equivalent comparison group design and a multiple baseline analysis of individual children's daily positive and negative behavior as rated by teachers. The comparison group consisted of 16 social skilled children, as judged by teachers, guidance counsellors and principals. Results indicated that the antisocial children had as much knowledge of social skills as socially skilled children before the intervention program began and they gained even more knowledge after participating in the program. The pre-post tests showed little improvement in the overall behavior of the children who participated in the program. However, the daily report data indicated that specific negative behaviors significantly decreased during the program. Results were discussed in terms of the need for a more intensive, long-term intervention program focusing on the child's natural environment to modify the child's overall behavior.

Table of Contents

Acknowledgements	i
Abstract	ii
Table of Contents	iii
List of Tables	iv
List of Figures	v
Introduction	1
Method	16
Results	25
Discussion	42
References	49
Appendices	53

List of Tables

Table	page
1 Mean Scores of Experimental and Comparison Groups on the HPI, CARS and TGR Pre-test	26
2 Mean Scores of Experimental and Comparison Groups on the SSKT	28
3 Mean Scores of Experimental and Comparison Groups on the HRI, CARS and TGR Post-test	29
4 Pre-test and Post-test Scores on the HRI, CARS and TGR	31
5 Mean Change Scores on the HRT, CARS and TGR	32
6 Mean Positive and Negative TDR Scores for the Three Phases of Intervention	37

List of Figures

Figure	Page
1 Average Weekly Scores on the TDR	35
2 Comparison of Tutors and Students on the TDR Negative and Positive	38

Introduction

The onset of antisocial behavior typically occurs in childhood before age ten and often as early as preschool years. Antisocial behavior is characterized by "resistance to parental and educational authority, stealing, lying, fighting," and academic achievement lower than their IQ would indicate (Robins & Ratcliff, 1979, p. 1). Unlike most childhood disorders, antisocial behavior is stable and presents an ominous picture for the child's future. According to Gersten, Langer, Eisenberg, Simcha-Fagan, and McCarthy (1976), antisocial behavior often worsens as the child gets older and extends into adulthood. Approximately half of highly antisocial children will merit a diagnosis of antisocial personality in adulthood (Robins, 1974). Sixty-four percent of males with repeated criminal convictions have a history of antisocial behavior in childhood (Guze, 1976). Rosenberg (1969) found that 50 percent of adult alcoholics had displayed gross antisocial behavior in childhood. As adults, antisocial children make poor parents and often their children display antisocial behavior (Rutter & Madge, 1976), thus creating an unending circle of maladjustment.

Clearly children with antisocial patterns of behavior are at risk for severe long-term problems. This indicates a need for intervention. One type of intervention used by psychologists to help children who have antisocial patterns of behavior is social skills training. Social skills training is used to teach skills such as friendliness, participation, cooperation and communication. Social skills is a term which has not been adequately defined. Some researchers conceptualize it as the skills required for social competence (Gresham & Nagel, 1980). Others use a more global conceptualization, using peer acceptance as a measure of social skill (Oden & Asher, 1977). For the purpose of the proposed research, social skill will be defined as the ability to interact with peers and teachers in a positive manner. As a secondary prevention program, social skills training focuses on the child's positive behavior. This behavior is reinforced and therefore expected to increase. By the same token, the occurrence of antisocial behavior should decrease as the result of non-reinforcement.

The most common methods of social skills training are modelling and instruction. The use of modelling to teach social skills to children is based on the concept that children can acquire new behaviors by observation

alone (Bandura, 1969). Although both live and symbolic modelling have been successful at training shy-anxious children, little research has evaluated the effectiveness of training antisocial children using only modelling (Gresham, 1980). The use of instruction to teach social skills to children involves telling the child what skills he should use, how to use them and why to use them. From the existing research, it is difficult to determine if instruction techniques alone are successful in teaching children social skills.

In recent years, psychologists have used a combination of modelling and instruction to teach social skills. This technique, known as coaching, usually involves: a) presentation of rules and standards for behavior, b) modelling of correct behavior, c) behavioral rehearsal of correct behavior, d) feedback from the coach on performance, as well as discussion and suggestions for future performances (Gresham, 1981).

The three techniques described above have all been used with some degree of effectiveness. The value these techniques have in improving the social skills of children showing antisocial behavior, however, is questionable. In particular, the author is concerned with how social skills taught, either in a group or

individually, generalize to the classroom and playground. To this end, two types of social skills training programs will be reviewed: social skills training programs which do or do not train for generalization.

Social Skills Training Programs

Several major research projects have used social skills training techniques without attempting to train for generalization across settings. Gottman, Gonso and Schuler (1976) used an individual coaching technique to improve the social skills of two socially-isolated third grade girls. The dependent measures were behavioral observation of total, positive, negative and neutral interaction with peers, teacher ratings, and sociometric ratings. Results showed that although the sociometric ratings improved significantly for one of the children, there were no changes in the children's type of interactions. The results indicated that the coaching technique was not effective in changing the children's observed social skills.

Another study using individual coaching with isolated children performed by Oden and Asher (1977) found similar results. The sample was 35 unpopular

children from grade three and four, selected on the basis of low sociometric ratings. Following social skills training, the "play with" scores of the sociometric ratings increased significantly, but naturalistic observation of the children's interactions with peers indicated no behavioral changes.

Beck, Forehand, Wells and Quante (1978) used coaching to teach effective social skills to unpopular children who had low sociometric ratings, who were referred by their teachers as having few social skills, and who were observed to interact infrequently with peers. The two children, one second grader and one fifth grader, were trained in an analogue setting. After training they were tested in a similar analogue setting and observed in the natural school setting. A comparison of the baseline and post-treatment data indicated that although the children demonstrated improved social skills in the analogue setting, no changes occurred in the sociometric rating or the child's behavior in the classroom. The behaviors observed were: verbal interaction with peers, eye contact with peers and smiling at peers.

Four male patients in a hospital unit for emotionally disturbed children were participants in a social skills training group, in a study by Calpin and

Kornblith (1978). The boys in the study had a long history of poor peer relationships, aggressive behavior and had scored poorly on assessment of social skills in an analogue setting. A coaching technique was used to teach social skills in an analogue setting. Social skill was assessed using an assessment instrument patterned after the Behavior Assertiveness Test for Children one day following each training session. Results showed that the children's social skills improved in the analogue setting, but no attempt was made to test if the improvement occurred outside the analogue setting in the natural environment.

Michelson, Wood and Flynn (1978) used an assertiveness training program to teach children assertiveness. Two groups of fourth grade children received training: one group was trained for eight hours and the other for 16 hours. Although a battery of scales indicated that the child's assertiveness increased from pre-test to post-test and that these gains were maintained after four weeks, no behavioral check was used to determine if the children were more assertive in their interactions with peers and adults.

A study by Zahavia and Asher (1978) used a time-lagged design to evaluate the effects of coaching on the aggressive behavior of preschool boys.

Observation of the child's behavior in a single play situation indicated that a single 10 minute coaching session decreased the child's aggressive behavior. The validity of this conclusion may be questionable since 33% of the decrease in aggressiveness occurred prior to instruction for the time-lagged group. Also the decrease in aggression in a particular type of play situation does not indicate an increase in social skill across situations.

One study using social skills training alone which demonstrated generalization to another setting was performed by Gresham and Nagel (1980). The sample consisted of socially isolated children who were selected on the basis of low sociometric ratings. Gresham and Nagel used group training to compare the effectiveness of modelling and coaching techniques. Observation of the child's interactions with peers indicated that children who participated in social skills training groups, employing either modelling or coaching techniques, demonstrated increased social skill in the classroom.

A study by Pelham, O'Bryan and Paluchowski (1978) examined the potential utility of social skills training with hyperactive children using a reward system for playing well. While the children did play

significantly better in a play session, the effect did not appear in the follow up four days later. Since the training involved only one fifty minute session, possibly more training is required to maintain the effect.

A series of studies by Durlak compared social skills training using both behavioral and relationship therapy. In all three studies (Durlak, 1977, 1980; Durlak & Mannarino, 1979), behavioral training was found to significantly improve global teacher ratings of children's behavior at school. Durlak and Mannarino (1979) used behavioral observation measures in addition to the teacher checklists and found that the children showed improvement in both on-task behavior and academic behavior.

A recent study by Bornstein, Bellack and Hersen (1980) used a multiple baseline design to assess the effectiveness of social skills training for four highly aggressive children from an inpatient psychiatric setting. Results indicated that the children demonstrated more social skills in the training setting, but generalization and maintenance data varied considerably across subjects. The researchers suggested that individualized treatment planning is required to achieve generalization and maintenance for all children.

In summary, of the ten studies reviewed here, only two found that social skills training affected the child's behavior in his natural environment. In the other studies, the child's behavior changed only in the training situation. These results raise concerns about the effectiveness of social skills training in changing the child's behavior in the natural environment.

Social Skills Training Programs which Trained for Generalization

Only one study of social skills training for children, of which I am aware, has trained for generalization. La Greca and Santagrossi (1980) conducted social skills training groups with unpopular children from grades three, four, and five, selected on the basis of low sociometric ratings. The group sessions included homework assignments in addition to coaching sessions. Measures of the child's social skills included: a) role-playing, b) observation of initiating social interactions and positive social behavior, c) sociometric ratings and d) a social skills knowledge test.

At the end of each session the child was given a homework assignment to complete during the week. If the session had dealt with sharing, a possible homework

assignment may have been to share a toy with another child on three different occasions during the week before the next session. At the beginning of the next session, homework was reviewed and those children who had successfully completed their homework were rewarded with a candy bar. Results indicated that children who had received social skills training improved on the social skills knowledge and the role-playing test. Furthermore, the effects of training generalized from the group to the classroom setting. However, no changes occurred in the sociometric ratings.

Evaluation of Social Skills Training Research

From the eleven studies reviewed, it is difficult to determine the effectiveness of social skills training. It appears that all of the programs have some degree of effectiveness, but often the effect appears only in the training situation. In a recent review of the literature, Gresham (1981) expressed concern for the lack of evidence regarding generalization of social skills across settings. In the present review, only three sets of studies have demonstrated generalization into the natural setting (Gresham & Nagel, 1980; Durlak, 1977, 1980; Durlak & Mannarino, 1979; La Greca & Santagrossi, 1980). It is

possible that in the other studies, the children learned to perform the correct social skills in the training setting, but did not learn to utilize the skills outside that setting. Gresham (1981) also noted that there should be active programming for generalization to insure that it occurs. The study by La Greca and Santagrossi is an example of a program which trained for generalization. The homework assignments required the child to utilize the training in the natural setting. Furthermore, if the child did this he or she was reinforced, not only by the group leader, but also by the child with whom he or she had shared. The results of the research by La Greca and Santagrossi suggest that training for generalization may be an effective method of teaching the child to use social skills in the natural environment.

Another concern about the research completed to date is the populations used. From the present review, it is not possible to determine if social skills training is equally effective with all children. Of the three studies that did find generalization to the natural setting, one used socially isolated children (Gresham & Nagel, 1980), one used unpopular children (La Greca & Santagrossi, 1980), and one used both shy-anxious and antisocial children (Durlak, 1977,

1980; Durlak & Mannarino, 1979). No conclusions about the effectiveness of social skills training with different populations can be drawn since it is unclear as to whether the unpopular children in the study by La Greca and Santagrossi show antisocial behavior, shy-anxious behavior, or some other type of inappropriate behavior in the classroom. In addition to this concern, it is unclear if both the shy-anxious and the antisocial children improved in Durlak's research or if only one group of children improved, resulting in what appears to be an improvement by both groups. Future research needs to avoid committing the "uniformity myth" (Kiesler, 1966) that social skills training is equally effective in modifying all types of childhood behavior problems.

Most research using social skills training has focused on shy-anxious, unpopular, or socially isolated children as the target population. Research by Cowen, Orgel, Gesten, and Wilson (1977) has suggested that various types of early intervention programs are more effective with shy-anxious children than with antisocial children. It has been shown that there are many effective methods of helping shy-anxious children and often this group will improve even without intervention (Gersten et al., 1976; Conger & Keane,

1981). It appears that it is the antisocial children who truly require intervention to divert maladjustment in adulthood. For this reason, further research is necessary to determine if social skills training is an effective intervention for this group of children.

It is possible that antisocial children do not lack in social skills knowledge, but rather that they use other less acceptable social skills which are inadvertently reinforced (Patterson, Littman & Bricker, 1967). This suggests a performance rather than a learning problem. The child does not lack in knowledge (he has learned the appropriate social skill), but rather has difficulty performing what he knows to be the correct behavior. If so, then the concept of training for generalization is important, since it would force the child to use positive skills, which would be reinforced, rather than negative behavior, which would not be reinforced.

The Importance of Peers in Social Skills Training

Recent research has used social skills training in groups led by non-professionals in order to reduce the number of professionals required to intervene with a large number of children. One could reduce the required manpower even more by using older children who

are currently experiencing social skills training as group leaders with younger children in need of social skills training. Research by Morgan and Toy (1970) utilized a peer-tutoring program in which high school students tutored elementary school children. Results showed that the tutors' academic improvement was even greater than the tutored pupils' improvement.

A study by Tefft and Kloba (1981) used underachieving high school students in a companionship program with primary grade children experiencing either antisocial or shy-anxious school adjustment problems. Results indicated significant improvement for both the high school students and the antisocial primary grade children on teacher-rated behavior. The shy-anxious children improved significantly in both the intervention and the no treatment control groups. Although no research has used children to tutor younger children in social skills, the research by Morgan and Toy (1970) and others (Allen & Feldman, 1974, 1976; Cloward, 1967; Richer, 1973; Johnson, Sulzer-Azaroff & Maass, 1977) suggests that such a program would benefit the tutors even more than the tutored students and, in addition, maximize the reach of professional manpower.

The present research was aimed at determining whether peer-tutoring in social skills training can

effectively help both the tutors (older children) and the tutored (younger children). In addition, the issue of training the antisocial child to generalize positive social skills to the natural setting was addressed. Four research questions were considered:

1. Do antisocial children lack in knowledge of positive social skills?

2. Do social skills training groups improve the behavior of antisocial children?

3. What role do homework and reinforcement for homework play in the effectiveness of social skills training for antisocial children?

4. Do the children who act as tutors benefit even more than the children who are tutored?

Method

Participants

Thirty-two boys in Grades 1-6, from four elementary schools in Waterloo, Ontario were studied. The comparison group was 16 children who were very socially skilled, according to their teachers, and the experimental group was 16 children who showed a high degree of antisocial behavior, according to their teachers. The two groups were matched on age and classroom. The mean age of the experimental group was eight years, seven months, and the mean age of the comparison group was eight years, eight months.

Measures

Six measures were used to assess the child's social skills and the effectiveness of the intervention.

1. The Teacher Global Report (TGR) and the Teacher Daily Report (TDR) were developed using Patterson's (1975) Parent Daily Report (PDR) as a model. In Patterson's research on the PDR, parents were telephoned daily and asked about the occurrence or non-occurrence of target behaviors during that day. Tests of reliability have found that inter-caller reliability was .97 and inter-parent reliability was

.89 for target behaviors (Chamberlain, 1980). Tests of validity found that the correlations between the Total Deviance Score (an observational measure) and the Parent Daily Report were .69, .47, and .56 in three different studies (Patterson & Fleischman, 1979).

The TGR is made up of 23 antisocial behaviors and ten prosocial behaviors. Examples of antisocial behaviors are arguing, aggressiveness, and teasing. Examples of prosocial behavior are compliance and sharing. The occurrence of these behaviors are rated on a five-point scale. The teachers completed the TGR for both the experimental and comparison group, both before and after the intervention program (see Appendix A).

2. The Teacher Daily Report (TDR) is a child specific rating form derived from the TGR for children in the experimental group. The TDR included the ten most problematic antisocial behaviors for a specific child and the ten prosocial behaviors (see Appendix B). The teachers began completing the TDR daily, beginning two weeks prior to the onset of the program and continued throughout the 18 week program. Due to teacher time constraints, it was possible to have the TDR completed for only 14 of the 16 children.

3. The Social Skills Knowledge Test (SSKT) was a modified version of a test used by La Greca and Santagrossi (1980) to measure the child's knowledge of social skills. The test was administered to all children in the experimental and comparison groups by a trained undergraduate prior to and after completion of the training program (see Appendix C). The test administrator was unaware of the children's participation in the program and of the research hypotheses.

To score the SSKT, a simple form of content analysis was performed by two judges to categorize the SSKT responses into positive, negative and neutral alternatives. The inter-rater reliability was .92 for positive alternatives, .99 for negative alternatives and .92 for neutral alternatives. The scores of only one judge were used for analyses.

4. The Health Resources Inventory (HRI) was completed by the teachers before and after the training program for children in both groups (see Appendix D). The HRI is a teacher rating of children's competency related behavior. When the items are totaled, the score yields an index of the child's overall socially competent behavior. Test-retest reliability was estimated as .87. The HRI total score was

significantly negatively correlated with the total score of the Classroom Adjustment Rating Scale, $r=-.80$ (Gesten, 1976).

5. The Classroom Adjustment Rating Scale (CARS) was completed by the teachers before and after training for children in both the experimental and comparison groups (see Appendix E). The CARS is a 41-item behaviorally oriented measure which yields three behavior problem dimensions: learning, acting-out, and moodiness. An overall index of adjustment problems can be obtained by summing the 41 items. Test-retest reliability was .85. A test of the CARS discriminative validity indicated that the referred sample was significantly more maladjusted than the normative sample (Lorion, Cowen & Caldwell, 1975).

6. A Consumer Evaluation was given to the teachers, principals, and parents of children in the experimental group and the children themselves at the termination of the program to determine the value of the program from the point of view of the participants. (see Appendix F).

Procedure

Selection of participants. Teachers were asked to nominate children in their class who were displaying

antisocial behaviors, and complete the TGR for those children. Children were selected for the program on the basis of scores on the TGR and consultation with guidance counsellors, principals and parents. After children were selected for the program, the teachers were asked to nominate a child of similiar age who was very socially skilled. Children in the comparison group were also selected on the basis of TGR scores and consultation with guidance counsellors, principals, and parents.

Program curriculum and design. There were four social skills training groups in four different elementary schools, ranging in size from three to six children. Each group was conducted by two undergraduate psychology students who had been trained in social skills and behavioral management techniques. In three of the groups a peer-tutoring structure was used. In those groups, the group leaders met with only the older children (tutors) for the first three sessions. In those sessions, the undergraduates presented an overview of social skills development.

In the remaining sessions, the group described above, met for the first half of the session. In the first half of the session, the following procedure was followed:

1. greetings and general "rap" session
2. review of last week's discussion
3. discussion of homework if it had been assigned
4. discussion of new social skill
5. exercise to practice social skill

In the second half of the session, the same procedure was followed, only the tutors acted as group leaders with the younger children. The undergraduates were present to supervise and to prompt the older children when they needed assistance.

In the fourth social skills training group, the children were all very young and it was not possible to utilize the peer-tutoring structure. In that group, the format outlined for the first half of the session for groups using peer-tutoring was utilized.

The groups met once a week for one hour in the afternoon for 18 weeks. A coaching technique was used to teach skills such as: greeting, smiling, complimenting, sharing, communication, cooperation and conflict resolution. The program had three phases. Phase I was the baseline period in which data was collected, but no intervention occurred. In Phase II, the children were given social skills training without homework. In Phase III, they received training with homework and reinforcement for successful completion of

homework. An example of a homework assignment was to share something with somebody twice in the following week. A multiple baseline design was used to assess the effects of the homework aspect of the intervention. Half of the groups began homework in the seventh week of the program and half began homework in the ninth week of the program. For the complete curriculum see Appendix G.

Undergraduate training and supervision. In early September, students in an undergraduate course in Community Psychology were informed of the intervention program and the need for extroverted undergraduate group leaders. Those students interested were able to use the intervention program to fulfill the placement requirement for the course. The undergraduate group leaders attended a series of social skills workshops led by the author and another graduate student, who were supervised by Dr. Geoff Nelson of the Psychology Department of Wilfrid Laurier University. In the workshop, the students were informed of the purpose of the intervention, the curriculum, how to handle problems, and how to lead a social skills training group. The emphasis of the workshop was on behavior modification using positive reinforcement. Training

included reading assignments, discussion and role-playing. There were five one-hour sessions. After the onset of the program, the undergraduates met with the workshop leaders each week for one hour to discuss problems and to share general progress. Also the workshop leaders attended some of the group sessions to offer assistance and advice to the undergraduate group leaders.

Contact with parents and schools. Principals were contacted early in September and given an overview of the program. If they were interested in having the program in their school, a meeting was arranged with the teachers of children in Grades 1-6. At that meeting teachers were given an overview of the program and informed of the requirements for teachers. They were then asked to nominate children for the program and complete the TGR for those children.

Once children were selected for the program, the school contacted the parents and invited them to a meeting. At that meeting, the parents were given a copy of the curriculum and details of the program. After that meeting, parents indicated whether or not they would provide their informed consent for their child to participate in the research and intervention

program. Other meetings with the parents were scheduled for half way through the program and after completion of the program. Parents were also sent a letter providing feedback about the results of the program (see Appendix H).

Parents of children in the comparison group were contacted by letter (see Appendix H) and asked for permission for research information to be collected on their child. These parents were also sent a letter providing feedback about the results of the program (see Appendix J).

The undergraduates and the teachers met informally after each group session to discuss problems and progress. Evaluation and feedback meetings for each school were scheduled for halfway through the program and after completion of the program. In addition, consultation was provided to assist the teachers in developing individual reinforcement contingencies for children to encourage appropriate classroom behavior.

Results

To assess if the children in the experimental group merited a label of antisocial, the pre-test scores on the CARS, HRI, and TGR for the two groups were compared. The two groups differed significantly on the HRI, all of the CARS factors, and the TGR positive and negative behavior scales. The group means are presented in Table 1. The socially skilled children scored higher on the HRI and TGR positive. The antisocial children displayed more learning problems, more acting-out and more shy-anxious behavior than the socially skilled children.

Correlation coefficients were computed to assess the relationship between the measures (see Appendix K). Results indicated that TGR, CARS and HRI were significantly correlated with each other. The SSKT Total and Positive were significantly correlated with the TGR, CARS and HRI. However, these measures were unrelated to the SSKT Negative and Neutral. Correlation coefficients between measures were comparable from pre-test to post-test.

The present research was designed to answer four research questions and, to this end, several analyses were performed. The first question was: Do antisocial

Table 1

MEAN SCORES OF EXPERIMENTAL AND COMPARISON GROUPS
ON THE HRI, CARS AND TGR PRE-TEST

	Experimental Group (<u>n</u> =16)	Comparison Group (<u>n</u> =16)	<u>t</u> -value
HRI	127.2	217.8	-8.42*
CARS			
Total	89.0	48.5	6.58*
Acting-out	27.1	8.4	10.88*
Moody	22.5	13.9	4.30*
Learning	31.7	18.5	9.70*
TGR			
Positive	24.6	41.4	-9.01*
Negative	67.4	30.1	7.57*

* $p < .05$

children lack in knowledge of social skills? A group of t-tests was performed on the SSKT pre-test to answer this question. Results, summarized in Table 2, indicated that although the socially skilled boys gave a significantly greater number of total responses than the antisocial boys, there was no difference in the number of positive, negative and neutral alternatives given. Analyses of the SSKT post-test indicated that after the intervention program, the comparison group decreased significantly on SSKT Total, and the two groups no longer differed on SSKT Total. Also, the experimental group scored higher on SSKT Positive after the program.

The second and third research questions were: do social skills training groups improve the behavior of antisocial children, and what role do homework and reinforcement for homework play in the effectiveness of social skills training for antisocial children? A series of t-tests was performed to determine if the two groups still differed on the TGR, CARS, and HRI at post-test. Analyses showed that there were still significant differences between the groups on all measures (see Table 3).

Pre-post t-tests were used to evaluate changes on the CARS, HRI, and TGR for both the experimental and

Table 2

MEAN SCORES OF EXPERIMENTAL AND COMPARISON GROUPS
ON THE SSKT

SSKT	Experimental Group ($n=16$)	Comparison Group ($n=16$)	t -value
TOTAL			
Pre	21.4	24.9	-3.10*
Post	22.4	22.2	.22
POSITIVE			
Pre	17.6	19.6	-1.69
Post	19.0	16.2	2.56*
NEGATIVE			
Pre	1.4	2.3	-0.92
Post	1.2	2.2	-1.12
NEUTRAL			
Pre	2.6	3.1	-0.54
Post	2.3	3.8	-1.98

* $p < .05$

Table 3

MEAN SCORES OF EXPERIMENTAL AND CONTROL GROUPS
ON THE HRI, CARS AND TGR POST-TEST

	Experimental Group (<u>n</u> =16)	Comparison Group (<u>n</u> =16)	<u>t</u> -value
HRI	139.3	227.9	-8.51*
CARS			
Total	87.1	44.4	6.79*
Acting-out	24.6	9.4	6.31*
Moody	21.6	13.1	4.30*
Learning	33.7	15.8	5.65*
TGR			
Positive	28.5	40.8	6.38*
Negative	58.9	28.4	-7.54*

* $p < .05$

comparison groups (see Table 4). No significant pre-post changes occurred for the comparison group and the only change for the experimental group was the TGR Positive score which increased significantly. Analysis of the difference scores indicated that the change from pre to post was different for the two groups only on the CARS Learning. The experimental group developed more learning problems and the comparison group's learning problems decreased (see Table 5).

To assess the effects of the program on each child, the TDR data available for the 14 children was graphed. The number of positive and negative behaviors for each day was averaged for the week and the average for each of the 20 weeks was graphed. Each child's graph is presented in Appendix L. On each graph, there are three phases. The baseline phase represents the data collected before the child entered the program; the coaching phase represents the time the child was in the program before homework was assigned, and the coaching plus homework phase represents the portion of the program in which the child was given homework assignments and reinforced for successful completion of homework.

The graphs indicated that the effects of the program varied considerably for different children.

Table 4
PRE AND POST SCORES ON THE HRI, CARS AND TGR

Measure	Experimental Group (n=16)	Comparison Group (n=16)
HRI		
Pre	130.1	217.1
Post	139.2	227.9
<u>t-value</u>	- 1.59	- 1.65
CARS		
Total		
Pre	85.5	48.9
Post	87.1	44.6
<u>t-value</u>	- 0.33	1.79
Acting-out		
Pre	26.3	8.8
Post	24.6	9.4
<u>t-value</u>	0.71	-0.86
Moody		
Pre	21.4	13.8
Post	21.6	13.1
<u>t-value</u>	- 0.10	0.99
Learning		
Pre	30.2	18.8
Post	33.7	15.8
<u>t-value</u>	- 1.60	1.80
TGR		
Positive		
Pre	24.6	41.4
Post	28.5	40.8
<u>t-value</u>	- 2.45*	0.38
Negative		
Pre	67.4	30.6
Post	58.9	28.4
<u>t-value</u>	1.62	1.86

* $p < .05$

Table 5

MEAN CHANGE SCORES ON THE HRI, CARS AND TGR

Measure	Experimental Group (n=16)	Comparison Group (n=16)	t-value
HRI	9.2	10.8	0.19
CARS			
Total	1.6	-4.5	-1.08
Acting-out	-1.7	0.6	0.91
Moody	.2	-0.8	-0.45
Learning	3.5	-3.0	-2.37*
TGR			
Positive	3.9	-0.6	-1.98
Negative	-8.5	-2.2	1.18

* $p < .05$

Children A and B showed marked decreases in negative behaviors and small increases in positive behavior. On the other hand, Child C does not appear to have changed on either positive or negative behavior. Child D had some major drops in negative behavior, but they do not seem to have been stable. Children E and F showed minor increases in positive behavior and a gradual decrease in negative behavior which dropped markedly at the end of the program. Child G's positive behavior went from zero at baseline to six per day at the end of the program. His negative behavior, however, went up during the intervention and then dropped back to the same level as baseline by the termination of the program.

The behavior of Child H varied to such an extent that it is not possible to conclude that there were any changes. Child I appears to have shown little change. There appears to have been an immediate decrease in negative behavior for Child J, but negative behavior began to increase again before termination of the program. Child K showed decreases in negative behavior prior to the intervention. Child L showed decreases in negative behavior but no changes in positive behavior. The negative behavior of Child M decreased, especially in the last six weeks, the same time in which positive

behavior increased markedly. Finally, Child N showed a gradual decrease in negative behavior and a gradual increase in positive behavior.

The variability of the individual graphs makes it difficult to assess the effectiveness of social skills training and of social skills training plus homework. To accomplish this goal, the data from the individual graphs was collapsed. The three phases of the program (baseline, coaching, and coaching plus homework) occurred at different times for different children, creating a multiple-baseline design which is used to control for maturation and regression towards the mean. Both the positive and the negative behaviors on the TDR were averaged for children who entered different phases at the same time, thus creating 4 groups. A multiple baseline across children graph of this data is present in Figure 1. From the graph it appears that positive behavior remained unchanged throughout the intervention. However, negative behavior decreased for all 4 groups. For Group 1 the decrease apparently began after the introduction of homework, but for Groups 2, 3, and 4, the change seems to have occurred after the initial intervention.

An one-way analysis of variance on the TDR scores for the three phases of the program indicated no

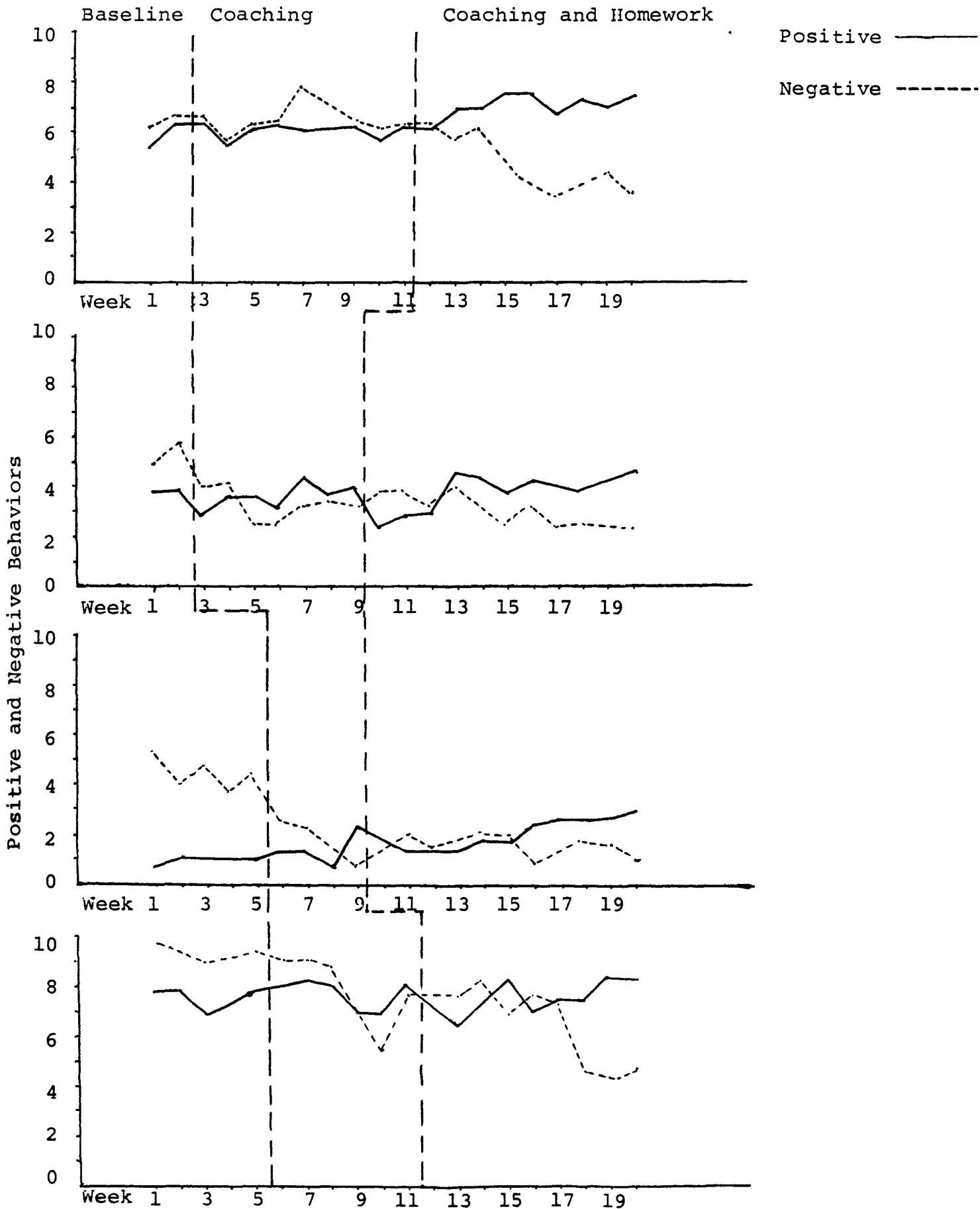


Figure 1

significant change on the TDR Positive. There was, however, a significant change on the TDR Negative. A Newman-Keuls multiple comparison showed that the TDR Positive had decreased significantly in both the coaching and the coaching plus homework phases (see Table 6).

Finally, the fourth research question was concerned with whether tutors benefited more from the intervention than the tutored. Due to the small sample sizes, statistical analysis could not be performed to address this question. However, a graph of the average daily TDR calculated weekly for the tutors and the tutored is presented in Figure 2. From the graph it appears that there was no major change in positive behavior after intervention for the tutors or the tutored. However, there did seem to be a decrease in negative behavior for both the tutors and the tutored, although the decrease for the tutored appears to have begun prior to intervention.

A summary of the children's consumer evaluation indicated that all 16 children said that they liked the program, had learned a lot, and would recommend it to others. Thirteen teachers and principals completed a consumer evaluation. Two of those thought the program was excellent; two thought it was very

Table 6

MEAN POSITIVE AND NEGATIVE TDR SCORES
FOR THE THREE PHASES OF INTERVENTION

	Baseline (B)	Coaching (C)	Homework (H)	F-value	Neuman-Keuls
Positive	4.0	4.2	4.3	0.86	B=C=H
Negative	5.8	4.0	3.3	24.21*	B, C=H

* $p < .05$

Comparison of Tutors and Students on the TDR Negative and Positive

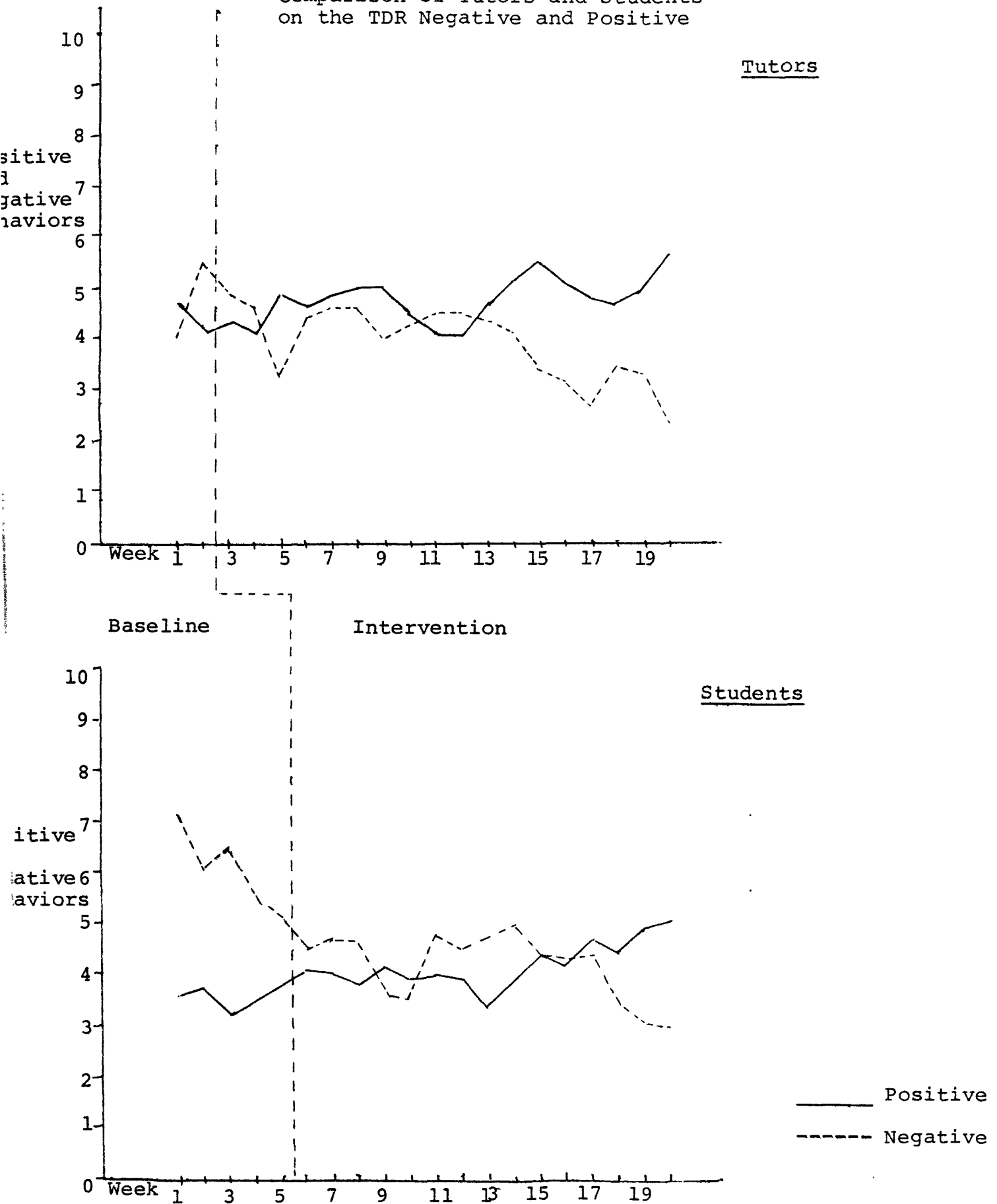


Figure 2

worthwhile; seven thought it was fairly worthwhile; and two thought it was of little worth. The teachers who thought the program was of little worth disliked having to complete the TDR and also felt that the children chosen for the program did not benefit as much from the program as other children in their classes would have. Seven parents completed the consumer evaluation. Three thought the program was excellent; three thought it was very worthwhile; and one thought it was fairly worthwhile. All parents thought their children had enjoyed the program and thought other children could also benefit from participating in the program.

The author's subjective impressions of the program were that the children's behavior in the group devinitely changed during the intervention. At the outset, the behavior of particular children in some of the groups was so disruptive that it was impossible to get the children to sit in a circle and to carry out the set agenda. However, when the group sessions were visited again after a few weeks, the children were not only sitting and listening, they were also cooperating, complimenting and solving conflicts. The contrast between the early sessions and the later sessions was astounding! The children had begun to use positive social skills in the group and discussions with

teachers indicated that some children had also begun to use the same skills in the classroom. However, for some children, the gap between the group and the classroom was too large and they were unable to transfer what they learned in the group to the classroom.

In summary, the major findings from the study indicated that the children in the experimental group had as much knowledge of social skills before the intervention as children in the comparison group and more positive solutions to resolve conflict after the intervention. Prior to the intervention, children in the experimental group showed more behavioral problems than the children in the comparison group. These differences remained even after the intervention program. Although the experimental group showed few changes from pre-test to post-test, the data from the daily report indicated that the children's negative behavior decreased during the intervention. For some children those changes occurred after the introduction of homework, but for most children the changes occurred after coaching began. It was not possible to determine whether the tutors benefited more from the intervention than the tutored.

Discussion

The HRI, CARS, and TGR pre-test data showed that the children in the experimental group were clearly more poorly adjusted than the children in the comparison group. They displayed more acting-out and moody behavior, more learning problems, and less competency related behavior, all of which are indicative of antisocial behavior. The antisocial children in the experimental group had higher acting-out scores than the children seen in the Primary Mental Health Project (Lorion et al., 1975). The empirical data, in addition to personal observation and anecdotal information, have convinced the author that the children in the present study were a group of very troubled children. The relationship between learning problems and antisocial behavior is a question which requires further research, but could provide valuable knowledge to aid teachers in dealing with antisocial behavior in the classroom.

The first research question was concerned with whether antisocial children lack knowledge of social skills. In other words, are antisocial children suffering from a learning problem (lack of knowledge or skill) or a performance problem (failure to use

existing knowledge or skill)? The results of the present research indicate that the antisocial children were as well aware of correct social skills as the socially skilled children even before the intervention. After social skills training, the children had an even better knowledge of social skills, yet the measures showed that the children in the experimental group still had many more behavioral problems than children in the comparison group.

There are two possible explanations for this apparent discrepancy. First, it is possible that the antisocial children did not have a knowledge of social skills comparable to that of other children. The present findings may have resulted from some flaw in the test or testing procedure (i.e., error variance in the method). Another explanation, however, is that the antisocial children did know the appropriate social skills to use in various situations as well as the socially skilled children. However, for some reason, they continued to use less positive skills. It is possible, as suggested by Patterson, Littman, and Bricker (1967) that less acceptable skills are inadvertently reinforced by the child's significant others (peers, parents and teachers). Therefore, the child continues to use these skills rather than those

he knows to be correct. This could also be the result of a cognitive deficit. Antisocial children may know the right social skill to use, but placed in a conflict situation (in which they are aroused), they behave impulsively. It is possible that what is needed is to teach them to "cool off" before they act. The use of self-instruction rehearsal (the child talking himself through his anger and frustration) has been demonstrated to be an effective method of helping the child to "cool off" (Meichenbaum, 1977).

Regardless of why the child uses the less positive skills, the present findings have serious implications for intervention programs. Merely teaching the antisocial child social skills is not adequate to have a significant effect on his overall behavior because he already knows these skills. Intervention programs for antisocial children which use instruction, modelling, or coaching in a training setting will likely have little success when the child's natural environment is not changed. To change the child's overall behavior, the program must modify the child's behavior in the natural environment (Patterson & Fleischman, 1979).

The speculations presented above are helpful in interpreting the results of the second research question: Do social skills training groups improve the

behavior of antisocial children? After participating in the social skills training program, the children in the experimental group showed little change on the pre-post measures. Contrary to these results, however, the daily report data indicated that specific negative behaviors, which at one time had been considered problematic, had decreased in frequency of occurrence by the end of the program. It is possible that the children had improved, but teacher impressions of the child did not allow the teacher to see these changes. The changes were visible in the objective daily report which the teachers did not see from week to week. On the other hand, changes were visible in the teacher global measures which the teachers completed in one day prior to and following the program. The possibility that the boys' behavior changed, but that overall the teachers were still perceiving and interpreting their behavior in terms of the label or their stereotype of the child concerns for persons working with antisocial children. If the teacher and other persons in the natural environment do not see the changes in the child's behavior, then intervention programs must also address the perceptions of the child's significant others.

It is important to note that the TDR, like the other teacher measures, was subject to teacher bias. The teachers were aware of the purpose of the program and the hypotheses of the research. In addition, the teachers had a vested interest in that they wanted the children's behavior to improve. Another problem with the TDR was that it demanded that the teacher spend time completing it each day. Some teachers resented having to do this and may have filled out the TDR haphazardly to save time. A further difficulty with the TDR was that it was an "all or none" measure. For some of the children in the program, it was not unusual for them to perform some of the antisocial behaviors ten times each day. As their behavior improved they may have shown these behaviors only once per day, yet the TDR would not reflect these changes. In this respect the TDR was a conservative measure. It is possible that greater changes would have been apparent if the TDR measured frequency of behaviors.

A second explanation for why changes were visible on the daily report and not on the pre-post measures is that the daily report measured specific positive and negative behaviors, whereas the pre-post tests measured the child's more global behavior. It is quite feasible that the intervention was successful in improving specific problem behaviors, but was unable to affect the child in a more general way.

It is likely that both of the alternatives presented above are plausible explanations of the results. Not only did the program address only specific behaviors, but persons in the environment may have had a perception or stereotype of the child which made it difficult for them to see a change in the child's behavior. An example of this occurred in one of the schools in which the intervention program occurred. A child who participated in the social skills training program was playing baseball and wanted to be pitcher. Another child also wanted to be pitcher. The first child suggested that they use chance to solve the conflict, but the second child punched him instead. A fight resulted, and the child from the social skills training program was suspended from school for two days. The other child was reprimanded by the principal. As a result of the stereotype that the child had developed, persons in his natural environment did not see any change in his behavior. The other child did not believe that the first child would solve conflict in any way other than fighting and the school's staff believed that any fight the child was in was started by him.

This provides further support for intervening in the child's natural environment. If the child's

environment is not facilitating his behavior change, then it is necessary for the intervention to occur in that environment. The training needs to occur in the child's classroom, playground, and home where the problems are occurring. To teach a child how to solve conflicts in a simulated setting is not adequate to help him solve conflict in the classroom or on the playground.

The third research question dealt with the effectiveness of homework in attempting to train for generalization. From the results, it is not possible to assess the effects of homework, since homework was confounded with coaching. In some cases change seemed to occur only after homework but not for most children. In discussions with teachers, it was suggested that the idea of homework was good in theory but that it was difficult to implement in the classroom. When the teacher was uninvolved in the training, it was difficult for her to supervise the homework, and the children in this program needed supervision, encouragement and reminding. This also lends support to the notion that the intervention should occur in the natural environment, since it would then be more practical to implement homework or some other technique to train for generalization.

The last question addressed by this research was concerned with the effects of tutoring. Again the results do not adequately answer the question. Both the children who were tutors and those who were tutored made some gains. However, the older children had one hour of training per week, whereas the younger children only had one half hour of training per week. Further research is required to determine if tutoring is an effective tool to train for generalization.

In summary, the present research has provided a great deal of valuable information. It was demonstrated that antisocial children do not lack in knowledge of social skills, instead they use less positive skills. Also it was shown that social skills training using a coaching technique has a positive effect on specific negative behaviors, but has little affect on more global behavior. A more intensive, long-term program which occurs in the natural environment might be a more powerful intervention. Included in such a program would be a reinforcement contingency to give the child incentive to change his behavior. Future research is required to determine if such an intervention program would be effective in changing the behavior of antisocial children.

References

- Allen, V.L. & Feldman, R.S. Learning through tutoring: Low achieving students as tutors. Journal of Experimental Education, 1974, 42, 1-5.
- Allen, V.L. Children as teachers: Theory and research on tutoring. New York: Academic Press, 1975.
- Bandura, A. Principles of behavior modification. New York: Holt, Rinehart & Winston, 1969.
- Beck, S., Forehand, R., Wells, K.C. & Quante, A. A multiple baseline analysis of treatment generality resulting from social skill training with children. Paper presented at the Association for Advancement of Behavior Therapy, Chicago, 1978.
- Bornstein, M., Bellack, A. & Hersen, M. Social skills training for highly aggressive children: Treatment in an inpatient psychiatric setting. Behavior Modification, 1980, 4, 173-185.
- Calpin, J. & Kornblith, S.J. Training aggressive children in conflict resolution skills. Paper presented at the Association for Advancement of Behavior Therapy, Chicago, 1978.
- Chamberlain, P. Standardization of a parent report measure. Unpublished dissertation, University of Oregon, 1980.
- Cloward, R.D. Studies in tutoring. Journal of Experimental Education, 1967, 36, 14-25.
- Combs, M.L. & Slaby, D.A. Social-skills training with children. In B.B. Lahey & A.E. Kazdin (Eds.), Advances in clinical child psychology, Vol. I. New York: Plenum, 1977.
- Conger, J.C. & Keane, S.P. Social skills intervention in the treatment of isolated or withdrawn children. Psychological Bulletin, 1981, 90(3), 478-495.
- Cowen, E.L., Orgel, A.R., Gesten, E.L., & Wilson, A.B. The evaluation of an intervention program for young school children with acting-out problems. Journal of Abnormal Child Psychology, 1979, 7(4), 381-396.

- Durlak, J.A. Description and evaluation of a behaviorally oriented school-based preventative mental health program. Journal of Consulting and Clinical Psychology, 1977, 45(11), 27-33.
- Durlak, J.A. Comparative effectiveness of behavioral and relationship group treatment in secondary prevention of school maladjustment. American Journal of Community Psychology, 1980, 8, 327-339.
- Durlak, J.A. & Mannarino, A.P. Effectiveness of a school-based preventative mental health program. Paper presented at the American Psychological Association, New York, 1979.
- Gersten, J.C., Langer, T.S., Eisenberg, J.G., Simcha-Fagan, O., & McCarthy, E.D. Stability and change in types of behavioral disturbances of children and adolescents. Journal of Abnormal Child Psychology, 1976, 4(2), 111-127.
- Gesten, E.L. A health resources inventory: The development of a measure of the personal and social competence of primary grade children. Journal of Consulting and Clinical Psychology, 1976, 44, 775-786.
- Gresham, F.M. Social skills training with handicapped children: A review. Review of Educational Research, 1981, 51(1), 139-176.
- Gresham, F.M. & Nagel, R.J. Social skills training with children: Responsiveness to modelling and coaching as a function of peer orientation. Journal of Consulting and Clinical Psychology, 1980, 48(6), 718-729.
- Gottman, J., Gonso, J. & Schuler, P. Teaching social skills to isolated children. Journal of Abnormal Child Psychology, 1976, 4, 709-718.
- Guze, S.B. Criminality and psychiatric disorders. New York: Oxford University Press, 1976.
- Johnson, K.R., Sulzer-Azaroff, B. & Maass, C.A. The effects of internal proctoring upon examination performance in peer analyzed instruction course. Journal of Personalized Instruction, 1977, 1, 113-117.

- Jones, M.C. Personality correlates and antecedents of drinking patterns in adult males. Journal of Consulting and Clinical Psychology, 1968, 32(1), 2-12.
- Kiesler, D.J. Some myths of psychotherapy and the search for a paradigm. Psychological Bulletin, 1966, 65, 110-136.
- La Greca, A.M. & Santagrossi, D.A. Social skills training with elementary school students: A behavioral group approach. Journal of Consulting & Clinical Psychology, 1980, 48(2), 220-227.
- Lorion, R.P., Cowen F.L. & Caldwell, R.A. Normative and parametric analyses of school maladjustment. American Journal of Community Psychology, 1975, 3(4), 291-301.
- Michelson, L., Wood, R., & Flynn, J. Development and evaluation of an assertiveness training program for elementary school children. Paper presented at the Association for the Advancement of Behavior Therapy, Chicago, 1978.
- Meichenbaum, D. Cognitive-behavior modification: An integrative approach. New York: Plenum Press, 1977.
- Morgan, R.F. & Toy, T.B. Learning by teaching: A student-to-student compensatory tutoring program in a rural school system and its relevance to the educational cooperative. The Psychological Record, 1970, 20, 159-169.
- Oden, S. & Asher, F.R. Coaching children in social skills for friendship making. Child Development, 1977, 48, 495-506.
- Patterson, G.R. & Fleischman, M.J. Maintenance of treatment effects: Some considerations concerning family systems and follow-up data. Behavior Therapy, 1979, 10, 168-185.
- Patterson, G.R., Littman, R.A. & Bricker, W. Assertive behavior in children: A step toward a theory of aggression. Monographs of Society for Research in Child Development, 1967, 32, 1-43.
- Patterson, G.R., Reid, J.B., Jones, R.R. & Conger, R.E.

A social learning approach to family intervention.
Vol. 1 Families with aggressive children. Oregon:
 Castalia Publishing, 1975.

Pelham, W.E., O'Bryan, B. & Paluchowski, C. Social-skills training with hyperactive children: A preliminary evaluation of coaching procedure and a reward system. Paper presented in poster session, Association for the Advancement of Behavior Therapy, Chicago, 1978.

Plackitt, K. National committee on resources for youth. New roles for youth in the school and community. New York: Citation Press, 1974.

Richer, H.M. Peer teaching as a facilitator of learning using conversation of substances as a measure. Dissertation Abstracts International, 1973, 34, 641A-642A.

Robins, L.N. Deviant children grown up: A sociological and psychiatric study of sociopathic personality. New York: Krieger Publishing Co., 1974.

Robins, L.N., Davis, D.H. & Wish, E.D. Detecting predictors of rare events: Demographic, family and personal deviance as predictors of stages in progression towards narcotic addiction. In J. Strauss, H. Babigian & M. Roff (Eds.) Origins and course of psychopathology: Methods of longitudinal research. New York: Plenum Press, 1977.

Robins, L.H. & Ratcliff, K.S. Risk factors in continuation of childhood antisocial behavior into adulthood. International Journal of Mental Health, 1979, 7(3), 96-116.

Rosenberg, C.M. Determinants of psychiatric illness in young people. British Journal of Psychiatry, 1969, 115, 907-915.

Rutter, M. & Madge, N. Cycles of disadvantage. London: Heinemann Education Books Ltd., 1976.

Tefft, B.M. & Kloba, J. Underachieving high school students as mental health aides with maladapting primary grade children. American Journal of Community Psychology, 1981, 9, 303-319.

Zahavia, S.L. & Asher, S.R. The effects of verbal instructions on preschool children's aggressive behavior. Journal of School Psychology, 1978, 16, 146-153.

Appendix A
Teacher Global Report

Teacher Global Report

In the following pages there are two lists of behaviors: antisocial and prosocial behaviors. Each behavior is defined. Read through the definitions and choose the two children in your class who display the most antisocial behaviors. Then rate the occurrence of both the antisocial and prosocial behaviors for these two children on the Teacher Global Report Rating Form.

Selected Antisocial Behaviors

Aggressiveness: Hostile verbal or physical behavior directed at another person implying the other person is an enemy.

Example: The child is quick to fight his peers; child readily argues about imaginary infringements of his civil rights.

Arguing: Verbal debates, often onesided, with a good amount of stubbornness.

Complaining: The expression of pain, dissatisfaction, or resentment. It differs from arguing in that pain expression rather than opinion change seems to be its prime objective.

Defiance: The disposition to resist authority; challenging, provocative behavior which tends to prompt a power response; intentionally uncooperative behavior.

Destructiveness: Rough treatment or the actual destruction of property.

Disapproval: Verbal or gestural disapproval of another person's behavior or characteristics.

Hitting Others: The intentional hitting of others with the goal of inflicting pain.

Hyperactiveness: Excessively active behavior which is difficult for others to ignore.

Inappropriate Interaction with Peer: Whenever peer or pupil interacts with or attempts to interact with each other, and classroom rules are being violated.

Inappropriate Locale: Child leaves his seat without permission or does not come back to his seat after he has completed what he was given permission to do.

Inappropriate Talk with Teacher: Content of conversation is negative toward teacher by pupil or when classroom rules do not allow interaction with teacher.

Irritableness: Easily and frequently annoyed, provoked; ill-tempered, often inappropriately.

Lying: Intentional deception or falsehood.

Negative Physical Behavior: Child attacks or attempts to attack another person with the possibility of inflicting pain.

Negativism: Something said in a negative or nasty tone of voice. The verbal message may be neutral but the tone of voice implies Don't bug me!

Noisiness: Excessively loud and/or frequent recurrent noise.

Non-approved Play: Whenever child is playing alone or with another person and the classroom rules do not allow playing.

Non-complying: The failure to follow a command. It may or may not involve defiance. It may be active or passive.

Not Attending: Child is not attending to work in individual work situations or not attending to discussion when teacher is presenting material.

Running Around: Running around in the school or elsewhere to the point where it can't be ignored by others present.

Teasing: To annoy, pester, or mock another person in such a way that the other person is likely to show displeasure and disapproval.

Temper Tantrums: A fit of bad temper which may include uncontrolled vocalizations, verbalizations, and physical activity, usually not specifically directed at an individual.

Yelling: Using a loud voice when classroom rules require quiet voices.

Prosocial Behaviors

Appropriate interaction with peer: Child is interacting with peer and is not violating classroom rules. Interaction includes verbal and non-verbal communication, e.g., talking, handing materials, working on project with peer.

Appropriate Talking with Teacher: Child talks with teacher, whether in private as in independent work situations or in answering questions in other situations.

Approval: Childs gives a clear gestural, verbal, or physical approval to another individual.

Attending: Child indicates by his behavior that he is doing what is appropriate in a school situation.

Example: He is loking at the teacher when she is presenting material to the class.

Compliance: Child does what another person has requested.

Complimenting: Telling the teacher or peers that he/she looks nice or has done well.

Conflict Resolution: Dealing with conflict in a positive way.

Example: Sharing, taking turns, compromise, apology and explanation.

Praising: Telling someone that he has done well with encouragement to do well again.

Sharing: Sharing what he has with other children

Volunteers: Child indicated that he wants to make an academic contribution.

Teacher Global Report Rating Form

Child's Name _____

Grade _____

Birthdate _____

Teacher _____

Using the definitions provided rate the occurrence of each behavior from 1-5

- 1 - Never
- 2 - Seldom
- 3 - Moderately often
- 4 - Often
- 5 - Most or all of the time

	1	2	3	4	5
Aggressiveness					
Arguing					
Complaining					
Defiance					
Destructiveness					
Disapproval					
Hitting Others					
Inappropriate Interaction with Peer					
Inappropriate Locale					
Inappropriate Talk with Teacher					
Irritableness					
Lying					
Negative Physical Behavior					
Negativism					
Noisiness					

	1	2	3	4	5
Non-approved Play					
Non-complying					
Not Attending					
Running Around					
Teasing					
Temper Tantrums					
Yelling					
Appropriate Interaction with Peer					
Appropriate Talking with Teacher					
Approval					
Attending					
Compliance					
Complimenting					
Conflict Resolution					
Praising					
Sharing					
Volunteers					

Appendix B
Teacher Daily Report

Teacher Daily Report

Child's Name _____

Date _____

At the end of each day check whether each behavior occurred or not.

	Mon	Tue	Wed	Thu	Fri
Appropriate interaction with peer					
Arguing					
Appropriate Talking with Teacher					
Complaining					
Approval					
Defiance					
Attending					
Inappropriate Locale					
Compliance					
Inappropriate Talk with Teacher					
Complimenting					
Irritableness					
Conflict Resolution					
Negativism					
Praising					
Non-complying					
Sharing					
Not Attending					
Volunteers					
Yelling					

Appendix C

Social Skills Knowledge Test

Social Skills Knowledge Test

Each child was shown a picture of two boys.

The child was told the names of the children in the picture and asked the following questions.

1. If Tom wanted to meet and make friends with Joe what could he do?

2. If Tom wanted to play with Joe what could he do?

3. If Joe said no he did not want to play what could Tom do?

4. Here are some other friends of Tom's, they are playing ball and need another person to play. If Tom wants Joe to play what could he do?

5. If Joe doesn't want to play what could he do?

6. Suppose Joe does go and play ball with Tom and his friends. Tom hit three home runs, if Joe wants to compliment Tom what could he do?

7. After the ball game Tom invites Joe back to his house to play. How can you have a conversation with Joe?

8. Tom and Joe decide to play 'Pick up Sticks', but they both want to go first. What could they do?

9. Tom and Joe decide to flip a coin to see who goes first, and Tom wins. What could Joe do?

10. Joe gets mad and calls Tom a dummy. What could Tom do?

11. After that Joe goes home, the next day he feels bad. What could he do?

Appendix D
Health Resources Inventory

Health Resources Inventory II

Child's Name _____ Date _____

School _____ Teacher's Name _____

Please rate each of the listed behaviors according to how well it describes the child

1 = not at all 2 = a little 3 = moderately well 4 = well 5 = very well

- | | |
|---|---|
| <input type="checkbox"/> functions well even with distractions | <input type="checkbox"/> works well without adult support |
| <input type="checkbox"/> feels good about himself or herself | <input type="checkbox"/> expresses ideas willingly |
| <input type="checkbox"/> applies learning to new situations | <input type="checkbox"/> carries out requests and directions responsibly |
| <input type="checkbox"/> has a good sense of humour | <input type="checkbox"/> uses his imagination well |
| <input type="checkbox"/> is interested in schoolwork | <input type="checkbox"/> well liked by classmates |
| <input type="checkbox"/> shares things with others | <input type="checkbox"/> is good in arithmetic |
| <input type="checkbox"/> is well-behaved in school | <input type="checkbox"/> tries to help others |
| <input type="checkbox"/> is mature | <input type="checkbox"/> is well-organized |
| <input type="checkbox"/> approaches new experiences confidently | <input type="checkbox"/> faces the pressures of competition well |
| <input type="checkbox"/> is a happy child | <input type="checkbox"/> has many friends |
| <input type="checkbox"/> does original work | <input type="checkbox"/> works up to potential |
| <input type="checkbox"/> can accept things not going his way | <input type="checkbox"/> thinks before acting |
| <input type="checkbox"/> is pleased with his accomplishments | <input type="checkbox"/> accepts legitimate imposed limits |
| <input type="checkbox"/> defends his views under group pressure | <input type="checkbox"/> knows his or her strengths and weaknesses |
| <input type="checkbox"/> mood is balanced and stable | <input type="checkbox"/> adjusts well to changes in the classroom routine |
| <input type="checkbox"/> resolves peer problems on his own | <input type="checkbox"/> expresses needs and feelings appropriately |
| <input type="checkbox"/> copes well with failure | <input type="checkbox"/> accepts criticism well |
| <input type="checkbox"/> follows class rules | <input type="checkbox"/> is a good reader |
| <input type="checkbox"/> participates in class discussions | <input type="checkbox"/> is comfortable as a leader and follower |
| <input type="checkbox"/> is able to question rules that seem unfair or unclear to him | <input type="checkbox"/> functions well in unstructured situations |
| <input type="checkbox"/> uses teacher appropriately as resource | <input type="checkbox"/> is spontaneous |
| <input type="checkbox"/> is affectionate toward others | <input type="checkbox"/> works well toward long-term goals |
| <input type="checkbox"/> is generally relaxed | <input type="checkbox"/> works for own satisfaction, not just rewards |
| <input type="checkbox"/> is a self-starter | <input type="checkbox"/> rarely requires restrictions or sanctions |
| <input type="checkbox"/> plays enthusiastically | <input type="checkbox"/> is polite and courteous |
| <input type="checkbox"/> completes his homework | |
| <input type="checkbox"/> has a lively interest in his environment | |
| <input type="checkbox"/> anger, when displayed, is justified | |
| <input type="checkbox"/> is trustworthy | |

Please specify any other strengths or competencies which you think we should be aware of: _____

Appendix E
Classroom Adjustment Rating Scale

Appendix F
Consumer Evaluations

Consumer Evaluation
Teachers and Principals

1. Did you think that the program was worthwhile?

~~waste of little fairly very excellent
time worth worthwhile worthwhile~~

2. Did children seem to like the program?

yes ____ no ____

Comment: _____

3. Do you think other children could benefit from this program in the future?

yes ____ no ____

Comment: _____

Consumer Evaluation
Children

1. Did you like the program?

yes ____ no ____

Comment: _____

2. Do you think you learned a lot?

yes ____ no ____

Comment: _____

3. Would you recommend the program to anyone?

yes ____ no ____

Comment: _____

4. Why do you think you were chosen to be in the program?

Consumer Evaluation

Parents

1. Did you think the program was worthwhile?

~~waste of little fairly very excellent
time worth worthwhile worthwhile~~

2. Did your child seem to like the program?

yes ____ no ____

Comment: _____

3. Do you think other children could benefit from this program in the future?

yes ____ no ____

Comment: _____

Appendix G
Program Curriculum

SOCIAL SKILLS TRAINING MANUAL AND CURRICULUM

Connie S. Van Andel
Terry M. Shkilnyk
Geoffrey B. Nelson

The following pages are both a social skills groups training manual and a curriculum for the 1981-82 program. The purpose of the groups is to teach children how to get along better with their peers; they will learn how to make friends and how to keep them. The most important task of the group leaders will be to give praise and other positive reinforcement for positive behaviour and to ignore the behaviours you wish to extinguish.

At the beginning of each group session take time to talk with the children; let them learn to feel comfortable with the leaders. If time permits, a game is a great way to end the session.

Week 1I. Rationale for the Group and Introduction to Group Members

(a) Each leader introduces her/himself to the group, using first name only, and then the children are asked to do the same.

(b) The group leaders explain that the purpose of the group is to learn how to make friends with other children and to learn how to get along better with others. It is stressed that the group meetings will be fun. All questions posed by the children are answered. Group rules are discussed.

(c) Introductions are reviewed so that everyone knows each person's name.

II. Smiling and Having Fun

(a) The leaders explain that smiling is important because it shows that you're having a good time and that you like the people you are with. Smiling at others during work and play is stressed.

(b) The leaders model smiling and frowning and children are asked the following questions:

Why is it important to smile?

Who is having fun?

How do you know they are having fun?

What should you do if someone smiles at you?

(c) Behavioural Rehearsal. Each child practices smiling at another group member. The group leaders provide positive reinforcement (e.g., "You have a really nice smile.")

III. Greeting Skills - Smile, say 'hi' and use the person's name.

(a) Discuss the importance of greeting others. Stress that greetings are a sign of friendship.

(b) Behavioural Rehearsal. Children are paired off and practice greeting. Each child should practice one situation where he/she doesn't know the person and one where they are greeting a friend. Group leaders provide positive reinforcement.

Week 2I. Review the importance of smiling and greeting.

(a) Discuss

II. Inviting Skills

(a) Explain to the group that it is important to invite others to do things with you. Inviting is a sign of friendship.

(b) Leaders model inviting and ask the following questions:

How do you invite someone to do something with you?

When can you invite another to do something?

What happens if the boy/girl says no?

What should you do if someone invites you to do something?

What would another child think if you ignored him/her when he/she invited you?

(c) Behavioural Rehearsal. Each child practices inviting another child to join him twice. Each child practices how to respond when the other child says "no". Finally each child gets a turn refusing because they are already busy. Leader gives feedback (positive). The following behaviours are stressed and praised: smiling, looking at the other child, greeting the other child, using his/her name, asking nicely, not getting mad when refused.

III. Compliments

(a) Discuss the importance of complimenting others. Compliments show that you like the other person. It feels good to receive compliments and others like it when you compliment them.

(b) Leaders model complimenting. Questions:

How do you compliment others?

What can you compliment people for?

What should you do if someone compliments you?

How would you feel if someone complimented you?

Week 3I. Review

(a) Discuss greeting, smiling and inviting.

II. Compliments (see Week 2)

(a) Discuss the importance of complimenting.

(b) Leaders model complimenting.

(c) Behavioral Rehearsal. Each child gets two turns giving and receiving compliments with another group member. Leaders provide feedback.

III. How to be a Group Leader

(a) Discuss how group works (by noticing good things and complimenting them and ignoring other things people do).

(b) Discuss how compliments can help you to get people to do good things.

(c) Talk about them being group leaders next week.

Week 4I. Review

- (a) Discuss importance of smiling, greeting, inviting and complimenting.
- (b) Talk about new group structure. Help them decide how to lead the new groups (what to say, what to talk about, what skills to discuss today).
- (c) Split in Groups. Do smiling and greeting (see Week 1).
- (d) Discuss a group name.

Week 5I. Review

- (a) Discuss complimenting.

II. Joining

- (a) Explain to the children that it is important to join in group activities. It's a good way to have fun and to get to know other people better.
- (b) Leaders model joining skills.

Questions:

What should you do if you want to join someone?
What are some examples of things you could say?
When are some times that you might join someone?
What should you do if someone asks to join you?
What should you do if someone says 'no'?

- (c) **Behavioral Rehearsal.** Each child practices asking to join another group member. Each child also practices asking the entire group whether he/she can join them. Each child practices how to respond if another person says 'no'. Leaders coach and praise children throughout rehearsal.
- (d) Discuss what they will do in next group.

III. Split in Groups

- (a) Review smiling and greeting.
- (b) Joining (same as above).

Week 6I. Review

- (a) Discuss complimenting and joining.

II. Conversation

- (a) Explain to the children that talking and conversation is a part of being friends.
- (b) Leaders model conversation.

Questions:

What were the leaders doing?
What can you do if you want to talk to someone?
What questions could you ask them?
What could you talk about?
When could you talk to other children?

- (c) Behavioral Rehearsal. Children practice conversation in pairs. Topics for conversations should be suggested and generated for children.
- (d) Discuss what to do in groups.

III. Split in Groups

- (a) Review joining.
- (b) Conversation. (Same as above).

Week 7I. Review

(a) Discuss complimenting and conversation skills.

II. Inviting (same as Week 2).

(a) Discuss what to do in groups.

III. Split in Groups

(a) Review conversation skills.

(b) Inviting.

IV Homework Assignment

(a) Give assignment on 3" x 5" cards. Child is required to invite someone to join in activity, twice during the following week.

(b) Children are told that teachers must sign their homework cards and they will be reinforced for successful completion of homework.

Week 8I. Review

- a) Discuss complimenting and inviting skills.
- b) Take up homework.

II. Cooperation Skills

- a) Discuss the importance of cooperation in work and play. Ask children how they feel about others who do not share, cooperate or take turns.

- b) Leaders model cooperation skills.
Questions:

What were the leaders doing?

What does sharing mean? How do you share?

When can you share with others?

What does taking turns mean?

When can you take turns? Give some examples.

What should you do when there aren't enough (cookies, frizbees, crayons, etc.) for everyone to use?

What happens when boys/girls don't share?

What happens when boys/ girls don't take turns?

What can you do if other children refuse to share or take turns?

(e.g. don't fight or argue--suggest sharing or taking turns. If this doesn't work, walk away and play with others or by yourself.)

- c) Behavioral Rehearsal. The group members are instructed to play a game and each child has one turn suggesting to the group members that they should decide fairly who goes first. Children are given materials or food and must decide how to distribute them. Leaders coach and praise children.
- d) Discuss what to do in groups.

III. Split in Groups

- a) Review inviting skills and take up homework.
- b) Cooperation (same as above).

IV. Homework

- a) Twice during the week each child must share or let someone go first.

Week 9I. Review

- a) Discuss cooperation skills.
- b) Take up homework.

II. Compliments (same as Week 2 and 3)

Discuss what to do in groups.

III. Split in Groups

- a) Review cooperation skills and take up homework.
- b) Compliments.

IV. Homework

- a) The child must compliment people three different times during the week.

Week 10I. Review

- a) Discuss cooperation and compliments.
- b) Take up homework.

II. Face Place**FACE PLACE**

Awareness of one's own feelings, both positive and negative, is the first step in understanding and dealing constructively with conflict situations. Helping children accept and talk about their feelings is an important job for any leader.

Materials:

Space dividers (chalk, chairs, tape, cardboard boxes, etc.).

Activity:

1. Pick two areas in the room that are physically separated. Designate one area as "The Happy Face Place," and the other area as "The Sad Face Place." Mark these areas. (See materials list.)
2. Introduce this activity by telling the children: "I want you to think about feelings—happy ones and sad ones. I'm going to say some things to you. When one of these things makes you feel happy, go to the 'Happy Face Place' (point out the location). When one of these things makes you feel sad, go to the 'Sad Face Place' (point out the location). In the 'Happy Face Place' we will make happy faces. In the 'Sad Face Place' we will make sad faces."
3. Read each of the following statements. Allow enough time so that the children feel comfortable in making their choices.

Face Place Feelings

- a. You fall down and skin your knee.
- b. Your friend doesn't want to play with you today.
- c. Your mother gives you two helpings of ice cream.
- d. A little puppy wants to play with you.
- e. Somebody sticks their tongue out at you.
- f. Your teacher reads your favorite story.
- g. You get lost in the supermarket.
- h. It's raining and you can't go outside to play.
- i. You make a brand new friend.
- j. You break your father's favorite dish

- k. You go for a long ride in the car.
 - l. Your shoes are too tight.
 - m. You get to stay up late one night.
 - n. You learn you're going to the zoo.
 - o. It's your birthday.
 - p. Someone steps on your toe.
 - q. You tear a page in your friend's book.
 - r. You accidentally bump into someone and he or she yells at you.
 - s. You see two people having a fight.
4. At the conclusion, ask the children the following questions and encourage discussion:
- a. "Think of a time when you had a happy feeling. Tell us about it."
 - b. "Think of a time when you had a sad feeling. Tell us about it."
 - c. "Does everyone have these feelings?"
 - d. "Are sad and happy feelings equally important?"
 - e. "What are all the different ways you can show that you are happy?"
 - f. "What are all the different ways you can show that you are sad."
5. Ask the children to draw pictures of things that make them happy and sad—one paper for happy things, the other for sad things.

Discuss what to do in groups.

III. Split in Groups

- a) Review compliments and take up homework.
- b) Face Place.

IV. Homework

- a) Each child must tell teacher once during the week why they are happy or sad.

Week 11I. Review

- (a) Discuss compliments and awareness of one's feelings.
- (b) Take up homework.

II. Conflict Skits**CONFLICT SKITS**

By role-playing these conflict situations and their pro-social resolutions, children become familiar with and practice several important conflict management strategies.

Activity:

1. Have children role-play each of the following skits one at a time in front of the class.
2. At the conclusion of each skit, ask each player:
 - a. "How did you feel when you were acting out the conflict?"
 - b. "How did you feel after you resolved the conflict?"
 Ask the entire group:
 - c. "Have you ever been in a conflict where you used this strategy?"
3. At the conclusion of each skit write the strategies used to resolve the conflict on the *Conflict Management Strategies* chart. (See page 64.) This should be left up for the entire time you will be working on conflict management.

Skit 1

Scene 1 Child A is carrying a big load of books to school. Child B comes running up and tries to help by pulling the books from A's arm. Child A doesn't want any help and yells at B to "leave me alone."

Scene 2 The conflict is resolved when Child A explains to B Just why he/she doesn't want any help.

Strategy - Explanation

Skit 2

Scene 1 There is a nickel on the ground. Two children see the nickel at the same time and both want it. A conflict arises because they both feel the nickel is theirs.

Scene 2 The conflict is resolved when they agree to flip the nickel to see who will keep it.

Strategy - Chance

Skit 3

Scene 1 There is one seat vacant besides the leader. Two children get into a conflict over who will sit in that seat.

Scene 2 The conflict is resolved by the two children deciding to take turns. One will sit in the seat for half the time then they will switch seats.

Strategy - Taking turns

Skit 4

Scene 1 Two children want to play with the ball on the playground. They fight over it.

Scene 2 The conflict is resolved when they both decide to share the ball and play a game together.

Strategy—Sharing

Skit 5

Scene 1 Two children are running toward the school bus. Child A is in a hurry and doesn't notice that Child B is running toward the school bus, too. Child A runs full speed into Child B and knocks him/her down. Child B gets mad and yells at A.

Scene 2 The conflict is resolved when Child A apologizes to Child B and Child B accepts the apology.

Strategy—Apology

Discuss what to do in groups.

III. Split in Groups

- a) Review and take up homework.
- b) Conflict Skits.

IV. Homework

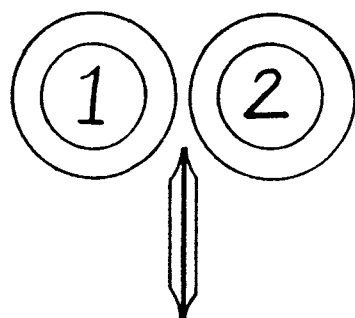
- a) Child must observe two conflict situations and describe how they were solved.

I. Review

- a) Discuss conflict resolution strategies.
- b) Take up homework.

II. Turn Tosser**THE TURN TOSSER**

The Turn Tosser provides children with an accessible tool for making decisions in times of conflict. It also introduces them to the use of chance in resolving disputes where both parties seem to have equal rights.

Materials:

Two paper plates, stapled together, with #1 written on one side, and #2 written on the other side. Punch a hole on the edge so you may hang it within easy reach of the children.
(That's a Turn Tosser).

Activity:

1. Show the Turn Tosser to the children.
2. Explain that sometimes when they need help in making a decision about who should go first, they can use the Turn Tosser to make the choice for them.
3. Ask two children to role-play a conflict over the use of the same object. Tell them to pause, as they get locked into an argument
4. They each choose a number (1 or 2) and *together* throw the Turn Tosser into the air, like a coin toss. When it lands, the number facing up is the winner.
5. Explain to the children that the Turn Tosser can be used by them to decide arguments like the one just modeled.
6. Choose other pairs of children to model similar conflicts. Instruct them to use the Turn Tosser for their resolution.
7. Hang the Turn Tosser on the wall and tell them to use it whenever they need it.

Discuss what to do in groups.

III. Split in Groups

- a) Review and take up homework.
- b) Turn Tossers.

IV. Homework

- a) Child must solve one conflict by using chance.

Week 13I. Review

- a) Discuss conflict resolution and chance.
- b) Take up homework.

II. Fables and Feelings**Activity 4 - Younger Children****FABLES AND FEELINGS**

In this activity, children pantomime the actions of characters in fairy tales while the story is being read to the class. By identifying with the well-known characters, children can more readily understand their own emotions. When fictional characters express feelings of joy, fear, anger, sadness, children learn that these feelings are experienced by everyone. This knowledge helps children resolve conflict situations more effectively.

Materials:

One or several of the following stories (or others you may wish to use).

1. Snow White and the Seven Dwarfs.
2. Little Red Riding Hood.
3. Goldilocks and the Three Bears.
4. The Three Little Pigs.
5. The Ugly Duckling.
6. Hansel and Gretel.

Activity:

1. Choose a story—one the children already know—and read it to the class.
2. Ask for volunteers to pantomime each character in the story.
3. As you read the story aloud to the class, encourage the pantomimers to act out the actions of the characters. Example: In *Hansel and Gretel* where the children are lost in the woods, your children might be frantically running here and there, looking for a way out. They may huddle together looking frightened as night falls. Encourage the children to express emotions by facial expressions and body stance.
4. As you read the story, try to abbreviate or delete any long passages that have no strong action or emotions. The basic purpose of this activity is to give the children an opportunity to enter into the character's feelings.
5. To encourage the children to "get into" their parts, put a lot of enthusiasm into your narration.

6. At conclusion of the story, discuss several strong scenes. For example: In *Hansel and Gretel* ask the children to remember how the children got lost and were captured by the witch. Then ask them:
 - a. "How did you feel when Hansel and Gretel were caught by the witch?"
 - b. "Can you remember a time in real life when you had a similar feeling?"Be sure to ask the children who played the parts how they felt during these strong scenes.

Variations:

1. Ask children to provide their own list of favorite stories.
2. This activity can be done many times, "freshened" each time with new stories and different actors.

Discuss what to do in groups.

III. Split into Groups

- a) Review and take up homework.
- b) Fables and Feelings.

IV. Homework

- a) Child must observe two TV characters and describe how they felt.

Week 14I. Review

- a) Discuss the feelings of others.
- b) Take up homework.

II. Pick a Picture**PICK A PICTURE**

This exercise gives children practice in dealing with conflicts in a positive manner, in a non-threatening environment.

Materials:

The story cards cut-out.

Activity:

1. Work with small groups for this activity.
2. As you show the picture side of the card to the group, read the story from the card.
3. When the conflict is reached, tell them there are several things that could be done, but you would like them to decide on one "alternative." Explain alternative by saying:
"Alternatives are different ways of doing something. In this case the alternatives are the different ways these problems or conflicts can be solved."
4. Read all three alternative frames for each story. Let the children decide which alternative they like best.
5. After each story is finished, ask the following questions:
 - a. "Have you ever solved a conflict using that alternative?"
 - b. "If the children in the story don't resolve their problem, what do you think will happen? How would they feel?"
 - c. "How do you think they will feel if they handle the problem using the alternative you have picked?"
6. Leave the cards for the children to play with at their leisure.

Discuss what to do in groups.

III. Split into Groups

- a) Review and take up homework.
- b) Pick a picture.

IV. Homework

- a) Child must share with another person twice during the week.

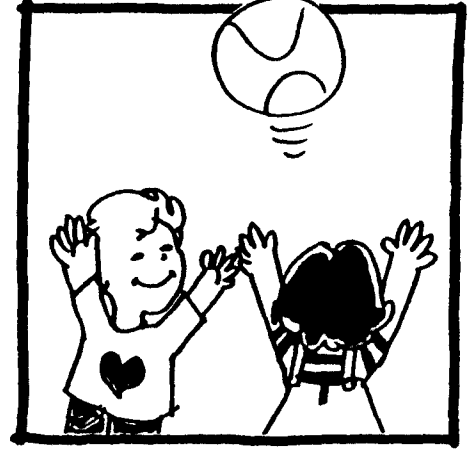


3



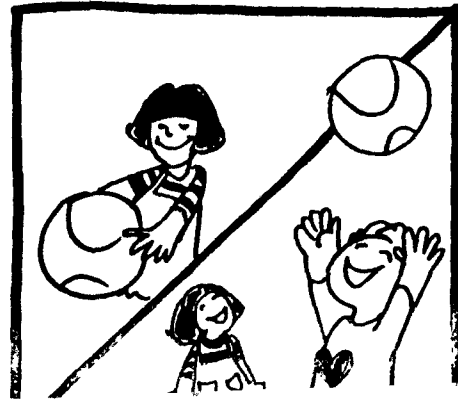
conflict

alternative

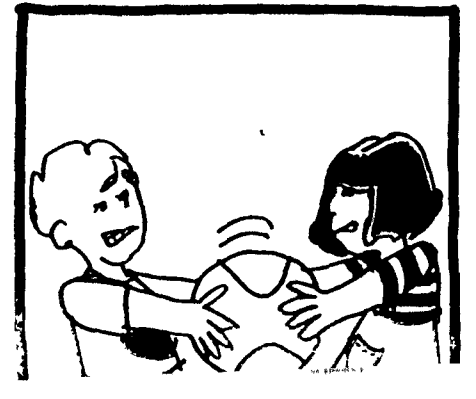


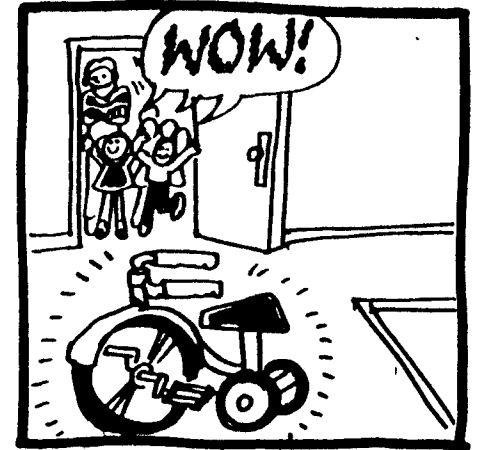
sharing

alternative



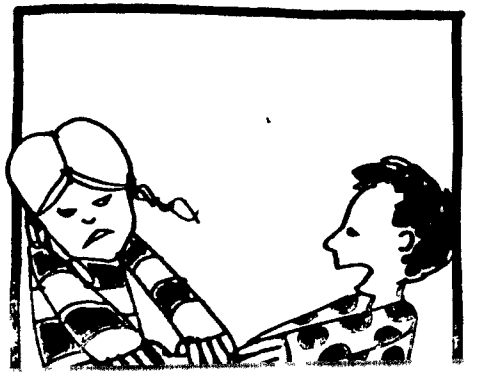
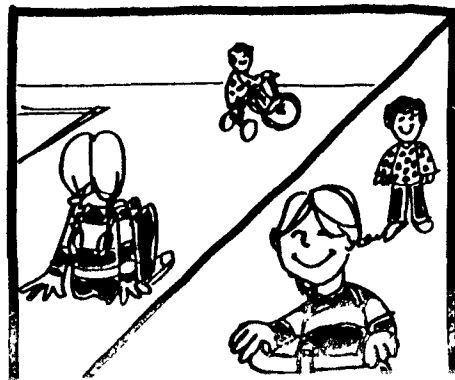
alternative





conflict

sharing



alternative

alternative



conflict



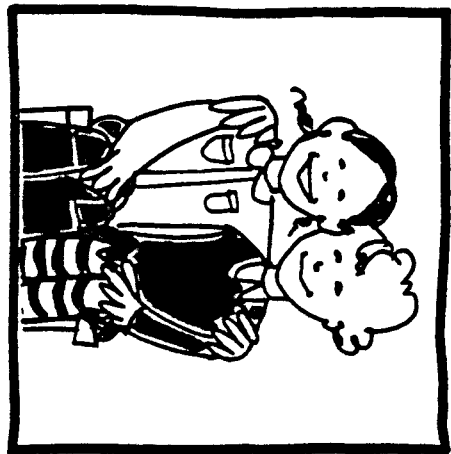
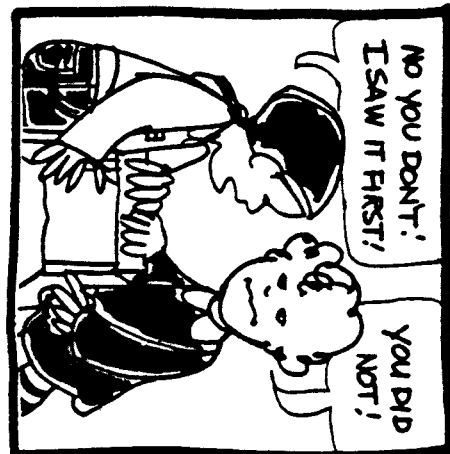
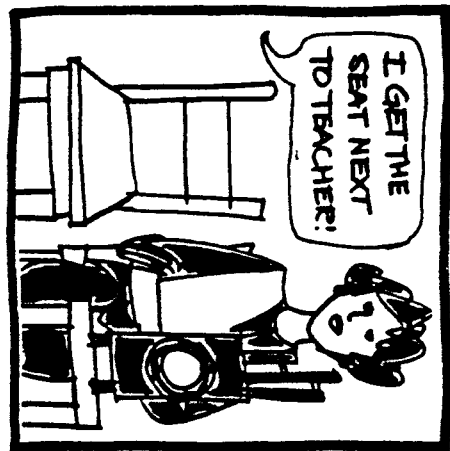
sharing



alternative



alternative

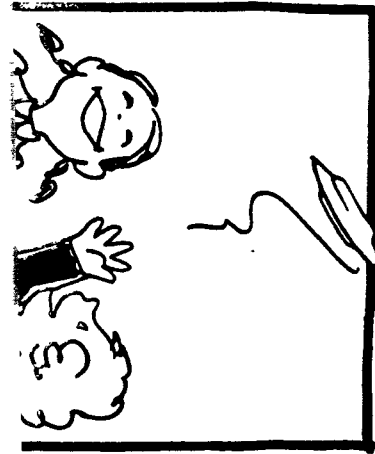
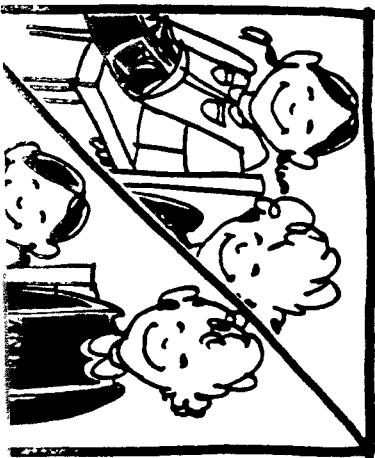


alternative

conflict

alternative

sharing



Week 15

I. Review

- (a) Discuss dealing with conflict in a positive way.
- (b) Take up homework.

II. Magic Circle Gang

THE MAGIC CIRCLE GANG

This activity uses comic strips to help children become aware of the variety of strategies there are for dealing with conflict. By reading these comic strips and making up their own, children are exposed to many creative alternatives. The activity reinforces the idea that violence is not the only way to manage conflict situations.

Materials:

1. Comic strips of "The Magic Circle Gang."
2. Drawing and writing materials.

Activity:

1. Duplicate one set of comic strips for each child.
2. Ask volunteers to read the comics out loud.
3. Discuss each comic strip by asking:
 - a. "Have you ever been in a conflict where you used that strategy?"
 - b. "How did you feel during the conflict?"
 - c. "How did you feel after you used this strategy?"
4. The conflict management strategies chart (directions are on page 64.) should be started at this point. As it is discussed, write each strategy on the chart. *This list of strategies should be left up for the entire time you will be working on conflict management.* Encourage the children to refer to it in subsequent activities when they are considering alternatives for other conflicts.
5. After reading and discussing each comic strip, ask the children to break into groups of 5 or 6.
6. Ask each group to think of a conflict situation and then come up with a pro-social way of resolving it that is different from the ones already discussed. Each group then creates a comic strip to illustrate their ideas.
7. You may wish to help groups which are having trouble coming up with their own comic strips. Try suggesting a conflict and then a strategy from "A Summary of Conflict Management Strategies" on page 13.
8. Have each group share their comic strip with the rest of the children.
9. List on the chart, all new strategies that the children suggested.
10. Discuss each of the children's comic strips by asking the questions in #3.

Discuss what to do in groups.

Week 15 (continued)

III. Split Into Groups

(a) Review and take up homework.

(b) Magic Circle Gang

IV. Homework

(a) Child must let someone go first twice.

V. Discuss that the group will only meet three more times.

Intervention & chance

Week 15

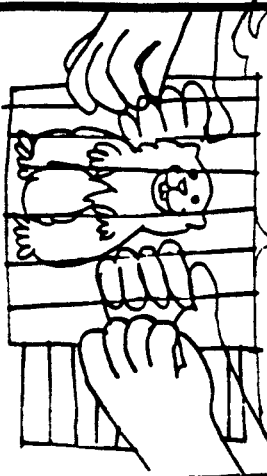
STOP IT! I'M TAKING THE HAMSTER HOME! SO LET GO! I HAVEN'T HAD A CHANCE ALL YEAR,



NEITHER HAVE I SO LET GO YOURSELF!

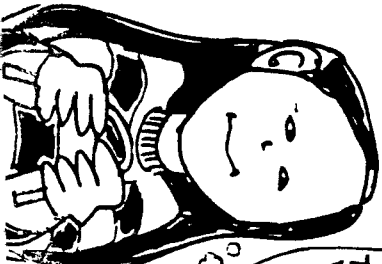


LISTEN, I'VE GOT AN IDEA. LET'S ASK TEACHER TO DECIDE.



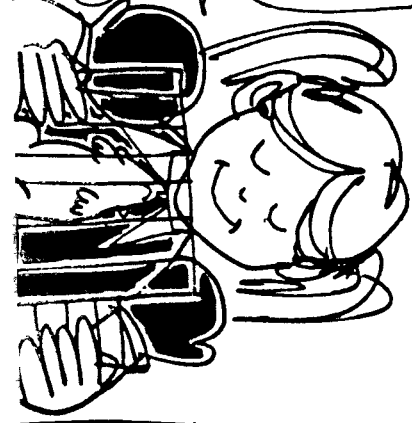
O.K. IF YOU PROMISE TO DO WHAT HE SAYS, I WILL TOO.

WHY DON'T YOU DRAW STRAWS. LONGEST ONE GETS THE HAMSTER.



YIPPEE! I GOT THE LONG STRAW. YOU CAN TAKE THE HAMSTER NEXT WEEKEND,

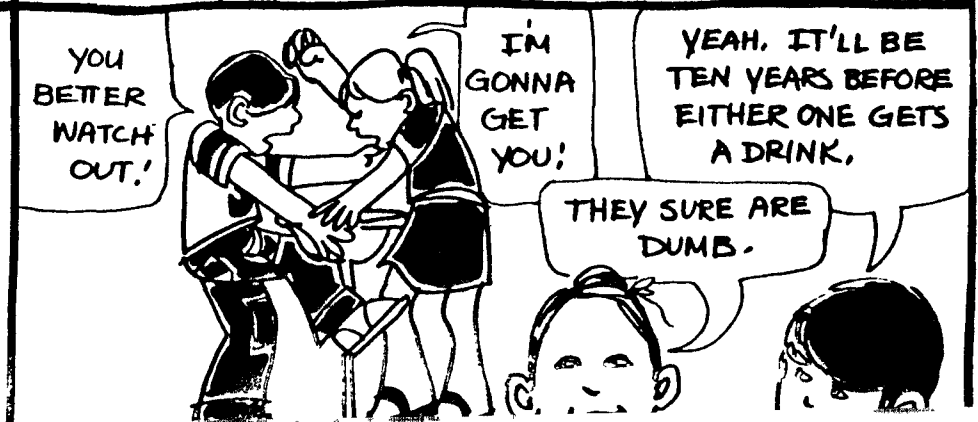
SHUCKS! OH WELL...



umor



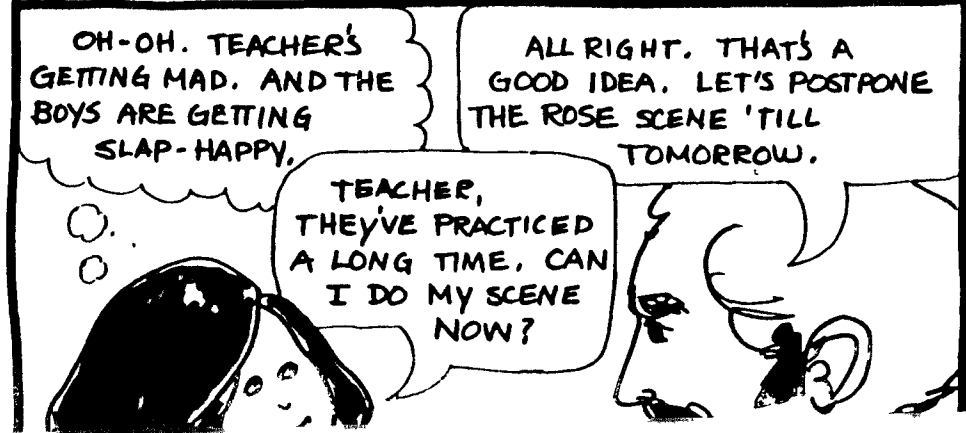
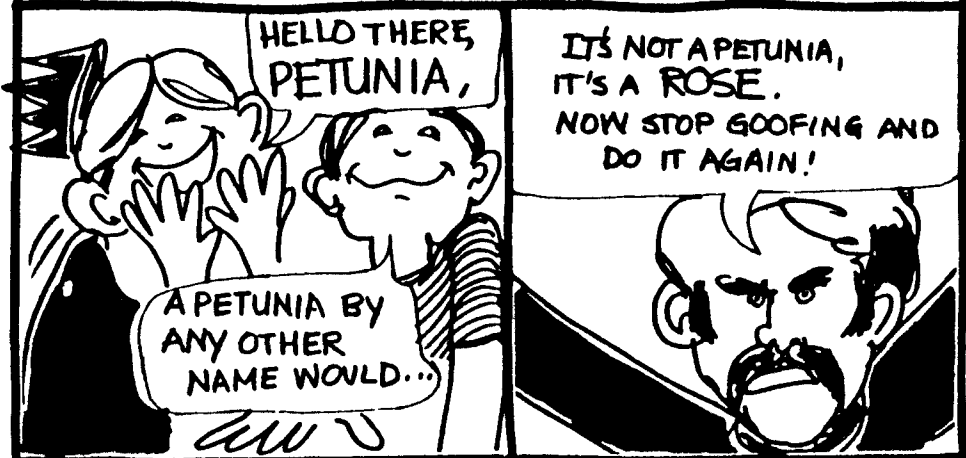
violence



istraction



postponement



ight

ICE WILL
CATCH IT.
IN HOME,
1

SHE'S RUNNING! IF I
CATCH IT, IT'S A DOUBLE
OUT!

DON'T RUN!
IF SHE
CATCHES IT,
YOU'RE OUT!

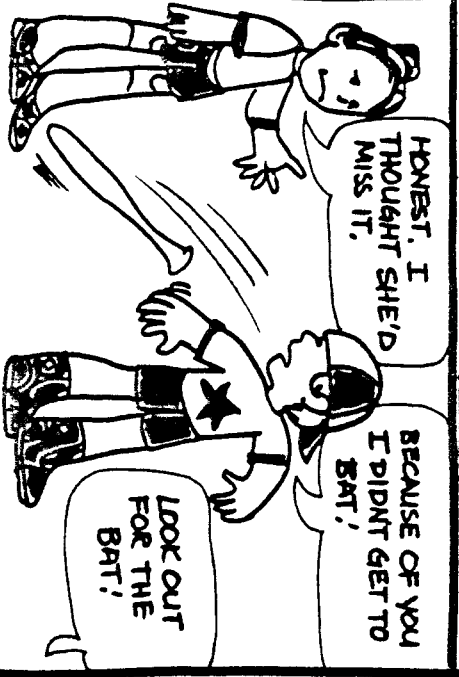


HONEST, I
THOUGHT SHE'D
MISS IT.

BECAUSE OF YOU
I DIDN'T GET TO
BAT!

YEAH!
SHE
CAUGHT
IT!

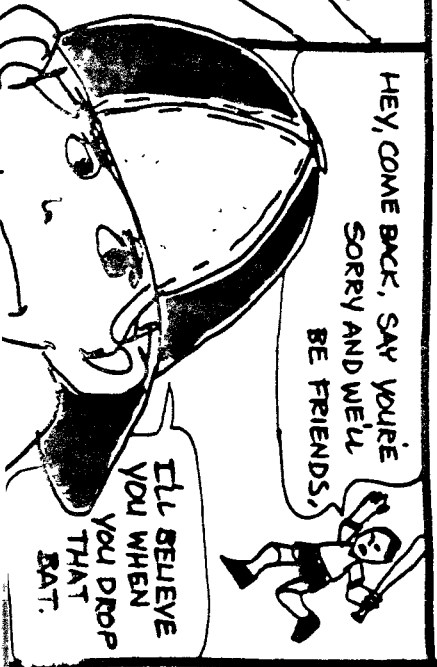
LOOK OUT
FOR THE
BAT!



DUUUUU
* * *

HEY, COME BACK, SAY YOU'RE
SORRY AND WE'LL
BE FRIENDS.

I'LL BELIEVE
YOU WHEN
YOU DROP
THAT
BAT.



apology & explanation

HOW COME YOU'RE SO MAD AT ME?!!

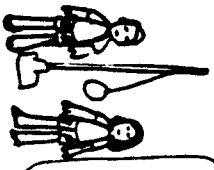
AW COME ON.
LET'S PLAY
BALL!

CAUSE YOU HIT
ME WITH THE
BAT, THAT'S
WHY!



LOOK, I'M SORRY,
I DIDN'T DO
IT ON
PURPOSE.

WELL, HOW COME YOU
THREW THE BAT AND
HIT ME?



I JUST THREW
IT ON THE
GROUND, IT'S
THE FIRST TIME
I BATTED ALL
DAY. AND I
STRUCK OUT...
I'M SORRY I
HIT YOU.

WELL, O.K. I THOUGHT
YOU DID IT ON PURPOSE
I DIDN'T KNOW ABOUT
YOU NOT BATTING.

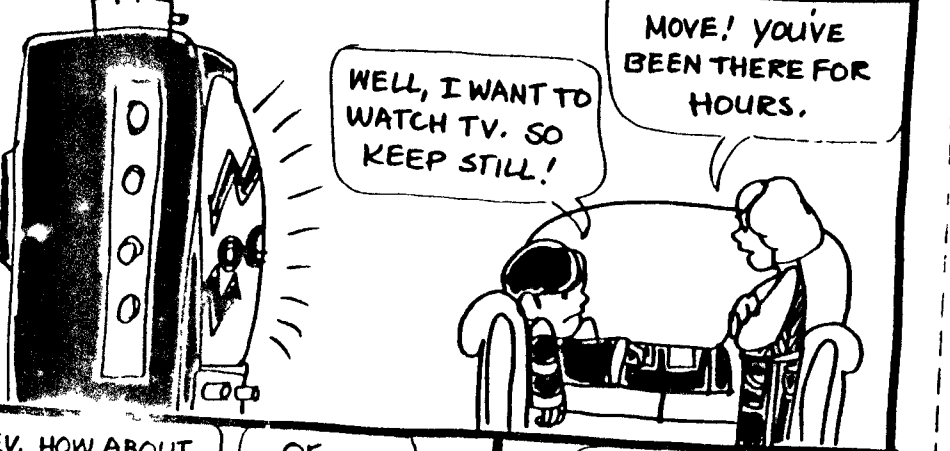


sharing



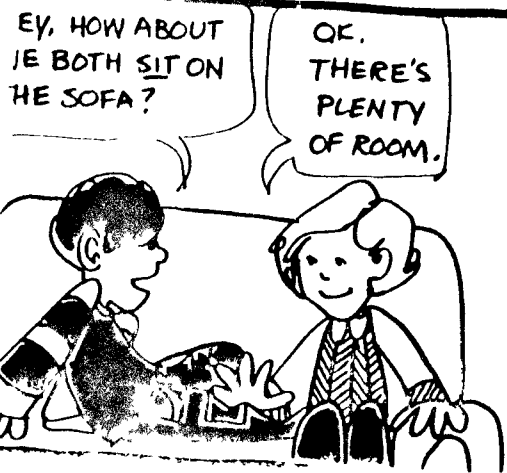
STOP PULLING!
I WAS HERE FIRST.

COME ON!
GET UP!
I WANT THE
SOFA NOW.



WELL, I WANT TO
WATCH TV. SO
KEEP STILL!

MOVE! YOU'VE
BEEN THERE FOR
HOURS.



EY, HOW ABOUT
IE BOTH SIT ON
HE SOFA?

OK.
THERE'S
PLENTY
OF ROOM.



THAT WAS A GOOD
COMPROMISE.

taking turns



IF I DON'T GET THAT BOOK
READ, I'M IN DEEP
TROUBLE.

THERE'S STILL A HALF HOUR BEFORE
THE TEST. IT'S A SHORT BOOK. YOU
CAN READ IT,

THERE'S ONLY
ONE COPY AND
BEATRICE HAS
IT.



HEY BEATRICE, I'VE GOT TO
HAVE THAT BOOK OR I'LL
FLUNK MY TEST.

SORRY, I'M TAKING
THE SAME TEST,
AND I GOT
THE BOOK
FIRST,

MINE

NO MINE!



THEY BETTER FIGURE
OUT SOMETHING BEFORE
THAT BOOK IS WASTEPAPER,



HEY, I'VE GOT A GOOD IDEA.
I'LL HURRY UP AND FINISH.
YOU CAN STILL READ IT BEFORE
THE TEST,

GREAT!
NOW WE
CAN BOTH
PASS.

Week 16I. Review

- (a) Discuss strategies to deal with conflict.
- (b) Take up homework.

II. The Puppy Problem**THE PUPPY PROBLEM**

This activity gives children practice in working out alternatives in a nonthreatening environment. With practice, children are more likely to discover and use alternatives in conflict situations that occur in their own lives.

Materials:

Writing materials.

Activity:

1. Read the story "The Puppy Problem" aloud to the class.
2. Ask each child to write a paragraph describing the way they think the children in the story might resolve their conflict over the puppy.
3. Tell them there is no right or wrong ending, but that their endings should be non-violent.
4. After the children have finished writing, ask volunteers to share their ideas for resolving this conflict with the rest of the children.
5. If time permits, ask the children to draw pictures of their alternative endings. Display these in the room.

THE PUPPY PROBLEM

Ned was on his way home from school one day when he heard a sound behind him. When he turned to look, he saw a little puppy, with floppy ears and big feet. The puppy seemed to be following Ned. It grinned and wagged its tail when Ned picked it up.

Ned's Mom liked the puppy and wanted to keep it, too, but she told Ned he'd have to ask everyone in the neighborhood if the puppy belonged to them before he could keep it. Ned went to all the houses, but no one had ever seen the puppy. So Ned took the puppy home and built a little bed for him right next to his own bed.

For two weeks Ned and the puppy were great friends, running and playing tag and hide 'n' seek together. Ned was very happy because he'd always wanted a dog of his own. The puppy was happy because he loved Ned. He had plenty of food to eat and his own bed at night.

One day Ned put the leash on his puppy and took him to the park. They were merrily running through the park when a little girl about Ned's age came running up to him. "Wow! That's my puppy. You've found my puppy. I lost him when we moved here two weeks ago. I've been so sad without him." Just then the puppy jumped happily up against the little girl. She grabbed the leash and tried to pull it out of Ned's hands. Then the puppy jumped happily up against Ned and Ned tried to pull the leash away from the little girl. They both kept pulling frantically on the leash trying to take the puppy away from each other. The puppy seemed to like them both very much.

Discuss what to do
in groups.

III. Split into Groups

(a) Review and take up homework.

(b) The Puppy Problem.

IV Homework

(a) Child must solve one conflict using conflict resolution strategy.

V Discuss that the group only meets two more times.

Week 17I. Review

- (a) Discuss the Puppy Problem.
- (b) Take up homework.

II. Tape Recorder**TAPE RECORDER**

When a conflict occurs, it is important that the people involved listen to each other's point of view in order to manage the conflict effectively. This activity helps children learn to pay attention to what another person is saying and understand what the other person is thinking and feeling.

Materials:

Watch or clock with second hand.

Activity:

1. Ask the group to form pairs and sit together, facing each other. They may sit in chairs or on the floor.
2. Encourage children to pay very close attention to their partners, ignoring all the other children or any other distractions.
3. Explain the rules:
 - a. One student (A) goes first and talks, *uninterrupted* by his partner, for one full minute, on the topic the leader gives.
 - b. At the end of the minute, partner (B) has one minute to repeat to A as much as he or she can remember of what the other child said. Suggest that they repeat it back as much like a tape recorder as possible.
 - c. Then, A has 30 seconds to fill in B on any pertinent pieces of information that B may have missed. Stress that there are no put-downs or recriminations. The speaker is merely being helpful to the "tape recorder."
 - d. With the same topic and time limitations, the two children switch roles:
 - 1 minute for the speaker to talk about the topic
 - 1 minute for the "tape recorder" to tell the speaker what was said.
 - 30 seconds for the speaker to make corrections.
4. Start the experience by picking a topic from the list. Repeat it to the children, and start them on the tape recorder game.
5. Do at least 3 sets. At the end of the activity, ask questions such as:
 - a. "How did it feel when someone else was talking and you couldn't say anything?"
 - b. "How did it feel when you were talking and you knew you wouldn't be interrupted?"
 - c. "If a conflict situation or a disagreement came up between two people, what do you think would happen if they listened to each other the way we've been doing?"

Variations:

1. Make up your own list of discussion topics.
2. Have the children make the topic list.

Topic List:

1. "My Favorite Game"
2. "A Place I Like to Visit"
3. "My Favorite Holiday"
4. "Something Funny Happened to Me When . . ."
5. "If I Could Do Anything I Wanted"
6. "Something I wish for"
7. "A time I was scared"
8. "Something I like to do"
9. "Something I made that I'm proud of."

Discuss what to do in groups.

III. Split into Groups

- (a) Review and take up homework.
- (b) Tape Recorder.

IV. Homework

- (a) Child must tell parent or teacher what someone else's point of view was in a conflict situation.

V Discuss that the group meets only one more time.

© 1995 by Pearson Education, Inc. All rights reserved. This material is intended for personal use only. No part of this material may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without permission in writing from Pearson Education, Inc.

Week 18I. Review

- (a) Discuss listening to others' points of view.
- (b) Take up homework.

II. The Maligned Wolf**THE MALIGNED WOLF**

Here is a different way of looking at a situation that most everybody grows up seeing in just one way. Consider the tale of Little Red Riding Hood. What if it is told from the point of view of the wolf? This story helps children understand the legitimacy of each individual's point of view. Sometimes we are the ones who are misunderstood, and sometimes we are the ones who misunderstand, usually because we don't stop to think about how things look to others.

Materials:

Writing materials.

Activity:

1. Read the story "The Maligned Wolf" aloud to the group.
2. At the conclusion ask questions such as:
 - a. "How did you feel about the wolf in 'Little Red Riding Hood' before you heard this story?"
 - b. "Now that you've heard the wolf's story, how do you feel about him?"
 - c. "How did you feel about Little Red Riding Hood before you heard this story?"
 - d. "How do you feel about Little Red Riding Hood now?"
 - e. "How did you feel about the Grandmother before?"
 - f. "How do you feel about the Grandmother now?"
 - g. "How did you feel about the Lumberjack before?"
 - h. "How do you feel about the Lumberjack now?"
 - i. "Have you ever looked at some situation in your own life one way, but changed your mind after you listened to another person tell his or her side of the story?"
 - j. "What have you learned from this story and our discussion?"
3. Ask the children to pick a "villain" from another fable or fairy tale and write the story from that villain's point of view. Some suggested villains are:
 - a. Cinderella's stepsisters.
 - b. The Queen in 'Snow White.'
 - c. The giant in 'Jack and the Beanstalk.'
 - d. The spider who frightened Little Miss Muffett.
 - e. The Three Bears in 'Goldilocks.'
 - f. The Big Bad Wolf in 'The Three Little Pigs.'

THE MALIGNED WOLF¹

The forest was my home. I lived there and I cared about it. I tried to keep it neat and clean.

Then one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a rather plain little girl coming down the trail carrying a basket. I was suspicious of this little girl right away because she was dressed funny—all in red, and her head covered up so it seemed like she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest and she certainly looked suspicious with that strange getup of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem, and she agreed that her granddaughter needed to learn a lesson, all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy-cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she makes another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

Her next insult really got to me. I've got this problem with having big teeth. And that little girl made an insulting crack about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better.

Now let's face it—no wolf could ever eat a little girl—everyone knows that—but that crazy girl started running around the house screaming—me chasing her to calm her down. I'd taken off the grandmother clothes, but that only seemed to make it worse. And all of a sudden the door came crashing open and a big lumberjack is standing there with his axe. I looked at him and all of a sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but I didn't live happily ever after.

ss what to do
oops.

¹Adapted from "The Malignec Wolf" by Leif Lears (*Individual Development, Creativity, Educational Improvement Associates, San Diego, California, 1974*).

Week 18 (continued)

III. Split into Groups

(a) Review and take up homework

(b) The Maligned Wolf

IV. Party snacks and goodbyes

Appendix H
Feedback to Parents of Children Participating
in the Program



June, 1982

Dear Parent:

I recently met with you at your child's school to discuss your child's progress in the social skills training program in which he participated. At that meeting, I said that I would be contacting you again to give you feedback about the results of the program. The program is now completed and I would like to share with you some of the major findings.

There were sixteen boys, from four schools participating in the program. The boys ranged in age from six to twelve years old and had difficulty getting along with teachers and other children. The boys' classroom behavior was assessed prior to and after completion of the program. In addition, a daily report was completed for 14 of the 16 children. The daily report was a checklist of 20 behaviors. Ten of the behaviors were positive and 10 were negative. The teacher completed the report throughout the 20 weeks that the program was in progress. Information from the daily report was graphed, to present a picture of the child's behavior over that time period.

Where available, I have enclosed a copy of your child's graph. The three phases: baseline, coaching and homework represent different parts of the program. Baseline refers to behavior before the program began, coaching was when the child received social skills training, and homework was when the child was rewarded for using social skills in the classroom. The dotted line represents the average number of negative behaviors in a day for each week and the solid line represents the average number of positive behaviors in a day for each week.

Statistical analysis of the daily report for all children indicated that the amount of negative behavior displayed decreased over time, however, the positive behavior did not change. Analysis of the before and after tests showed little change in the children's overall behavior.

The only major change was that the children displayed more positive behaviors after participating in the program. This suggests that although specific negative behaviors have improved, the children's more global behavior remained mainly unchanged.

In summary, this program resulted in some changes in children's daily behavior. However, the children still have some behavioral problems. Hopefully the information learned in this study will be helpful in planning future programs for children with behavioral problems. I have enclosed a consumer evaluation; could you please complete it and return it to me by mail as soon as possible. Thank you for your cooperation and if you have any questions about the graph or the program in general, please feel free to call me during the day at 744-7645 or in the evening at 884-3486. I would be happy to provide clarification or more information.

Sincerely yours,

Connie S Van Andel

Connie S. Van Andel

Appendix I
Letter to Parents of Children in
the Comparison Group

Wilfrid Laurier University



Waterloo, Ontario, Canada N2L 3C5. Telephone (519) 884 1970

October, 1981

Dear Parents:

My name is Connie Van Andel, and I am a graduate student in Social-Community Psychology at Wilfrid Laurier University. Under the direction of Dr. Geoff Nelson, I am coordinating a social skills program to enhance the social skills of children who have difficulty getting along with other children and adults.

I would like to collect some research information on children who do not have such difficulties as well as those who do. Your child's teacher has indicated that your child gets along very well with other children. With your consent, I would like to collect some research information on your child. This will include: teacher's ratings of children's behavioral strengths and weaknesses in the classroom and on the playground, number of visits to the principal, school attendance and children's knowledge of social skills. This information will be used to evaluate the effectiveness of the social skills development groups. Information will be shared only with the principal and your child's teacher.

If you consent to having this information gathered on your child please so indicate on the enclosed permission form. Please return the permission form to your child's teacher as soon as possible.

I will send a summary of the findings of this research to you around the end of the school year. Thanks in advance for your consideration.

Yours truly,

Connie Van Andel

Connie Van Andel, B.A.

Appendix J
Feedback to Parents of Children in
the Comparison Group



June, 1982

Dear Parent:

A few months ago, I wrote you a letter explaining the study I was doing to evaluate the effectiveness of a social skills training program for children who have difficulty getting along with adults and other children. You returned a consent form to me granting me permission to collect research information on your child so that I would also have information for children who get along very well with adults and other children. Thank you for your interest and cooperation. The study is now completed and I would like to share with you some of the major findings.

There were 16 boys who had difficulty getting along with teachers and other children, in the program and 16 boys who did not have such difficulties in the comparison group. The boys ranged from age 6 to 12 and were from 4 different schools. The boys' classroom behavior was ^{assessed} prior to and after completion of the program. In addition, a daily report was completed for 14 of the 16 children in the program.

Statistical analysis of the before and after tests indicated that there were significant differences in the behavior of the two groups. The boys in the comparison group showed less moodiness, acting-out, and learning problems, than the boys in the program. In a test of the children's knowledge of social skills, the two groups did not differ in the number of positive, negative and neutral alternatives that they offered to solve conflicts. However, the comparison group gave more total responses in the test prior to the program. In the after test the children in the program gave more positive answers than the children in the comparison group. The only other difference between the before and after test was that the children in the program showed more positive behavior in the classroom after the program than they had shown before the program. Analysis of the daily report for children in the program indicated that the amount of negative behavior displayed decreased over time. This suggests that although specific negative had improved the global behavior remained mainly unchanged by the program.

In summary, the program resulted in some changes in children's daily behavior. However, the children still had some behavioral problems. Hopefully the information learned in this study will be helpful in planning future programs for children with behavioral problems. Thank you for your cooperation and if you have any questions please feel free to call me during the day at 744-7645 or in the evening at 884-3486. I would be happy to provide clarification or more information.

Sincerely yours,

Connie S Van Andel

Connie S. Van Andel

Appendix K
Correlation Matrix

Pre-test Measures

	<u>TGR</u>		<u>CARS</u>			
	Positive	Negative	Total	Acting-out	Moody	Learning
<u>TGR</u>						
Positive	-	-	-	-	-	-
Negative	-.78*	-	-	-	-	-
<u>CARS</u>						
Total	-.63*	.78*	-	-	-	-
Acting-out	-.80*	.81*	.88*	-	-	-
Moody	-.42*	.53*	.83*	.64*	-	-
Learning	-.39*	.61*	.89*	.66*	.62*	-
<u>HRI</u>						
Total	.80*	-.73*	-.78*	-.79*	-.68*	-.58*
<u>SSKT</u>						
Total	.48*	-.49*	-.55*	-.53*	-.42*	-.51*
Positive	.27	-.33*	-.44*	-.30*	-.49*	-.37*
Negative	.14	-.09	-.15	-.23	.02	-.22
Neutral	.12	-.11	-.03	-.07	.09	.09
	<u>HRI</u>	<u>SSKT</u>				
	Total	Total	Positive	Negative	Neutral	
<u>HRI</u>						
Total	-	.47*	.39*	.13	-.04	
<u>SSKT</u>						
Total	-	-	.41*	.42*	.30*	
Positive	-	-	-	-.39*	-.44*	
Negative	-	-	-	-	.01	
Neutral	-	-	-	-	-	

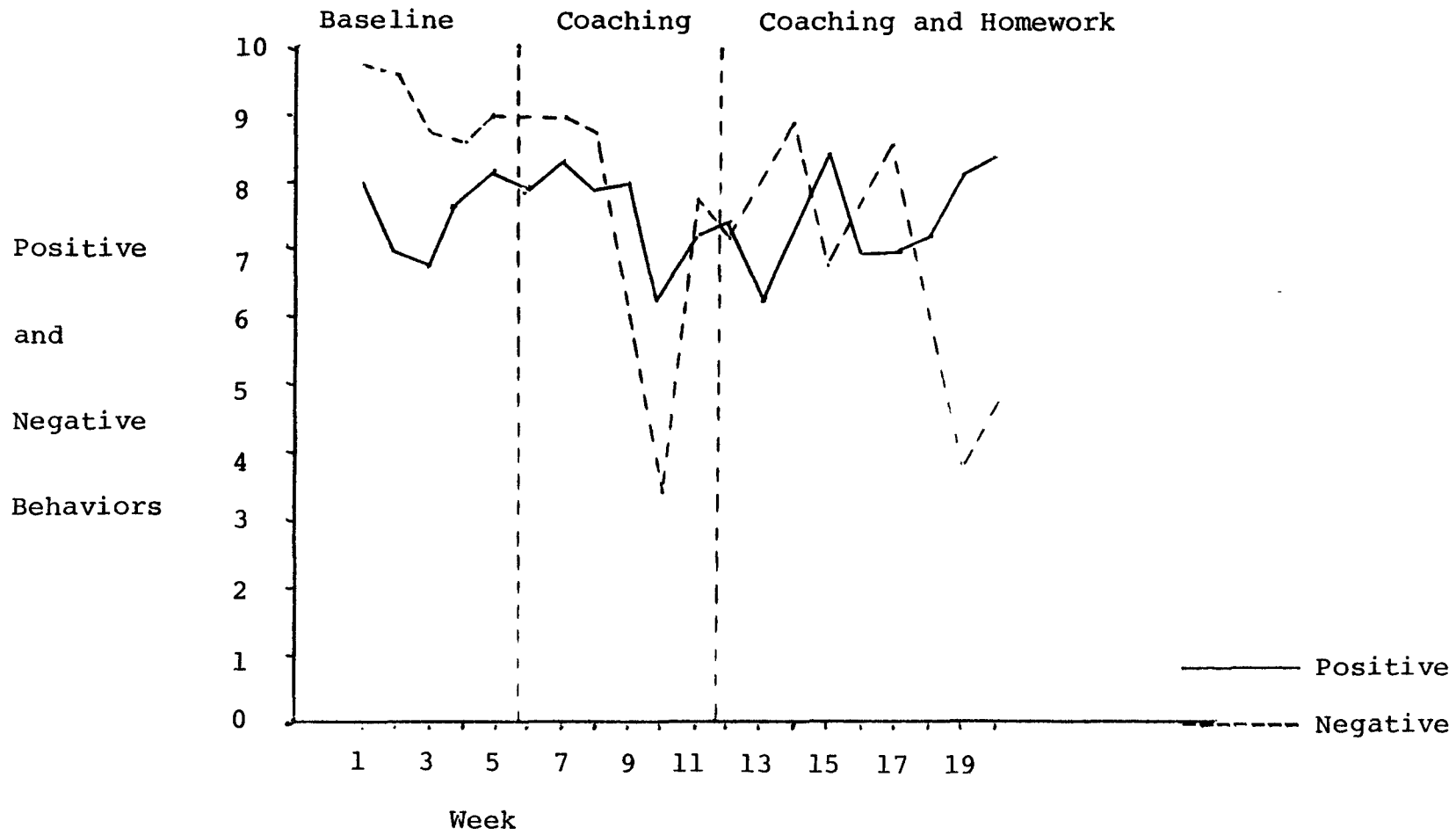
Post-test Measures

<u>TGR</u>	<u>TGR</u>		<u>CARS</u>			
	Positive	Negative	Total	Acting-out	Moody	Learning
Positive	-	-	-	-	-	-
Negative	-.64*	-	-	-	-	-
<u>CARS</u>						
Total	-.60*	.77*	-	-	-	-
Acting-out	-.65*	.71*	.71*	-	-	-
Moody	-.46*	.77*	.71*	.60*	-	-
Learning	-.54*	.67*	.79*	.67*	.61*	-
<u>HRI</u>						
Total	.73*	-.70*	-.73*	-.77*	-.58	-.56*
<u>SSKT</u>						
Total	.04	-.01	-.12	-.05	-.00	-.23
Positive	-.33*	.27	.16	.31*	.12	.03
Negative	.19	-.17	-.23	-.27	-.08	-.29
Neutral	.32*	-.21	-.12	-.20	-.10	-.04
<u>HRI</u>						
<u>HRI</u>	<u>HRI</u>	<u>SSKT</u>	Positive	Negative	Neutral	
Total	Total	Total				
Total	-	.12	.09	.19	.30*	
<u>SSKT</u>						
Total	-	-	.25	.34*	.37*	
Positive	-	-	-	-.48*	-.33*	
Negative	-	-	-	-	.01	
Neutral	-	-	-	-	-	

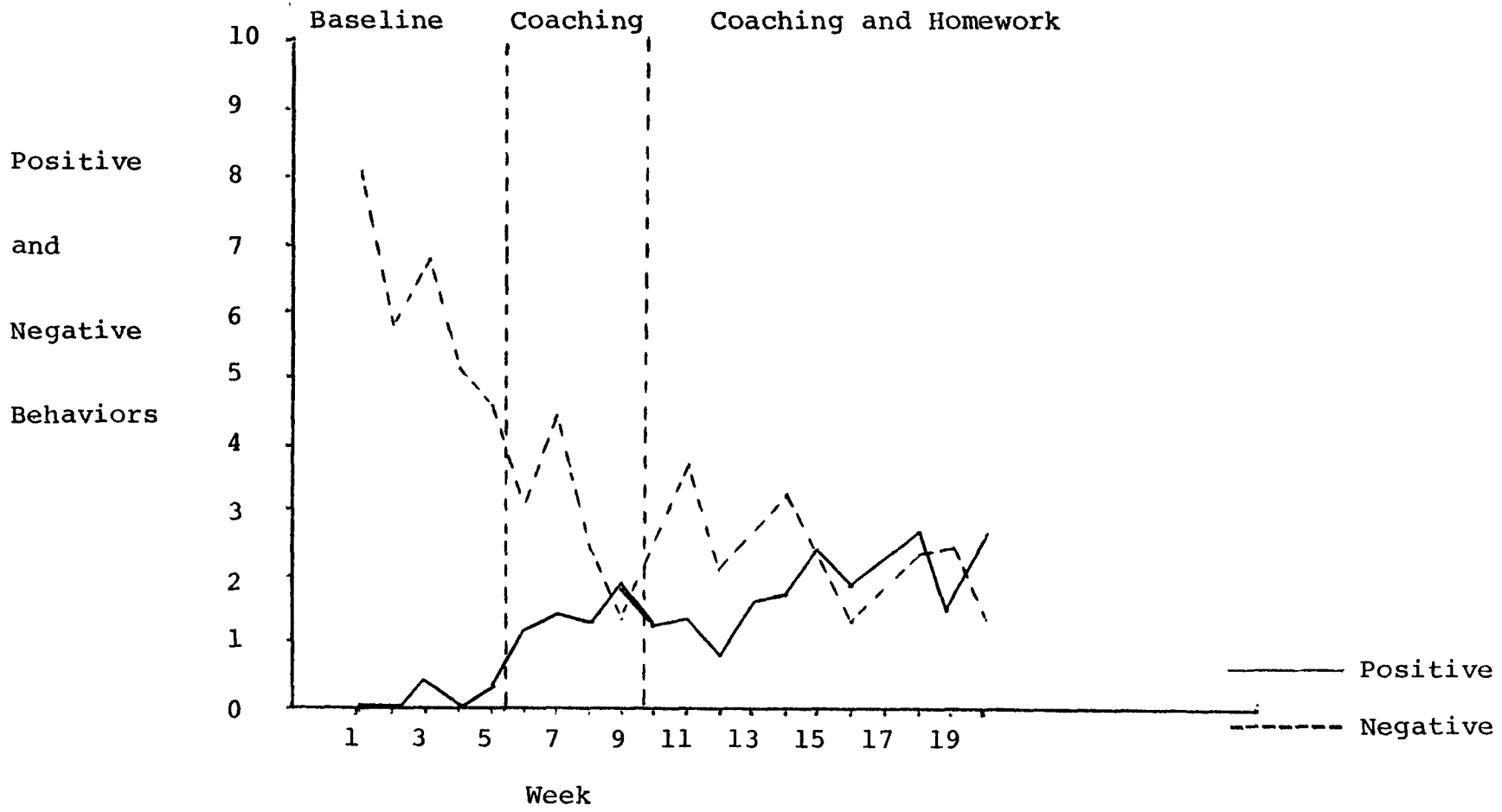
Appendix L

Individual Children's Graphs of Positive
and Negative Behavior on the Teacher Daily Report

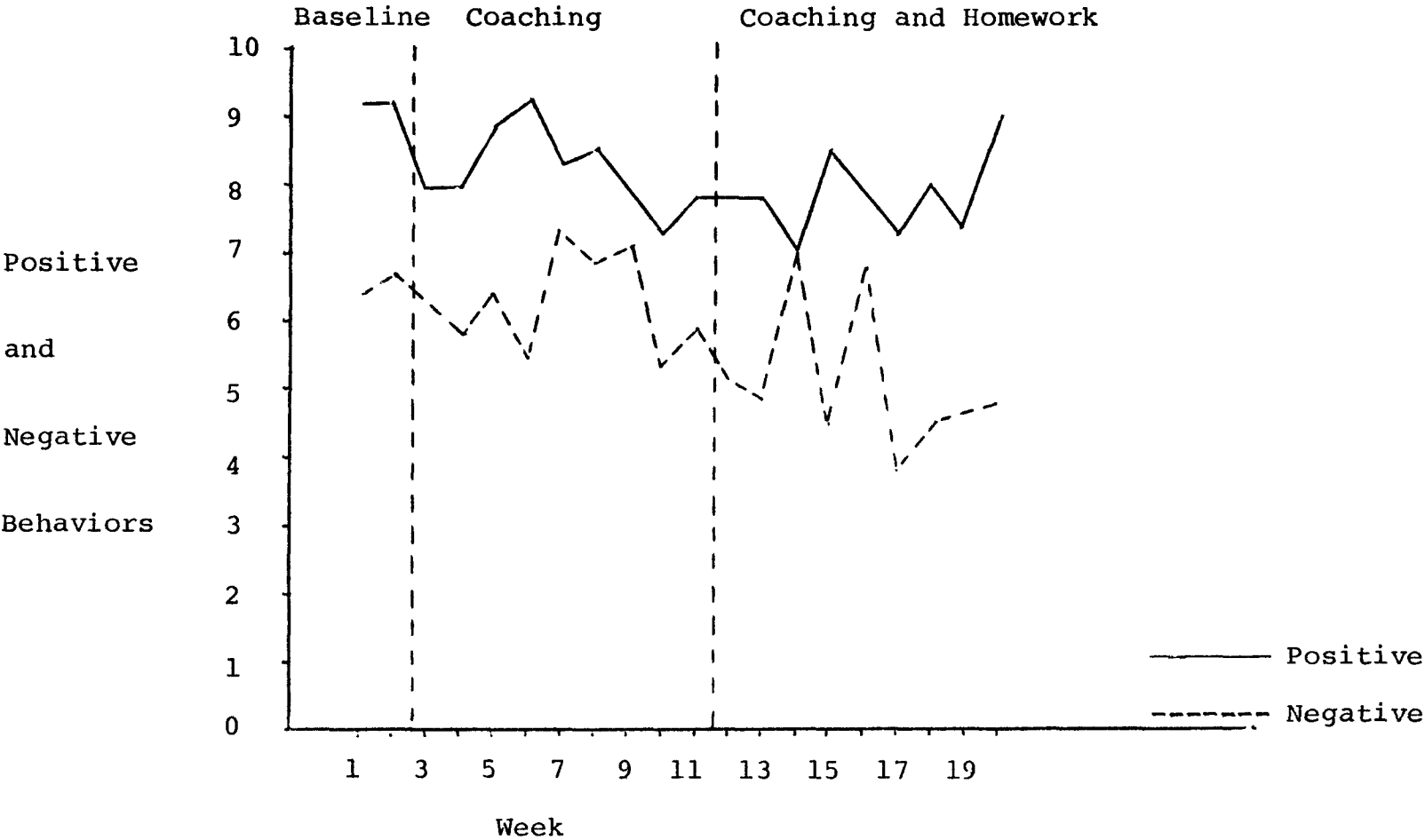
Child A



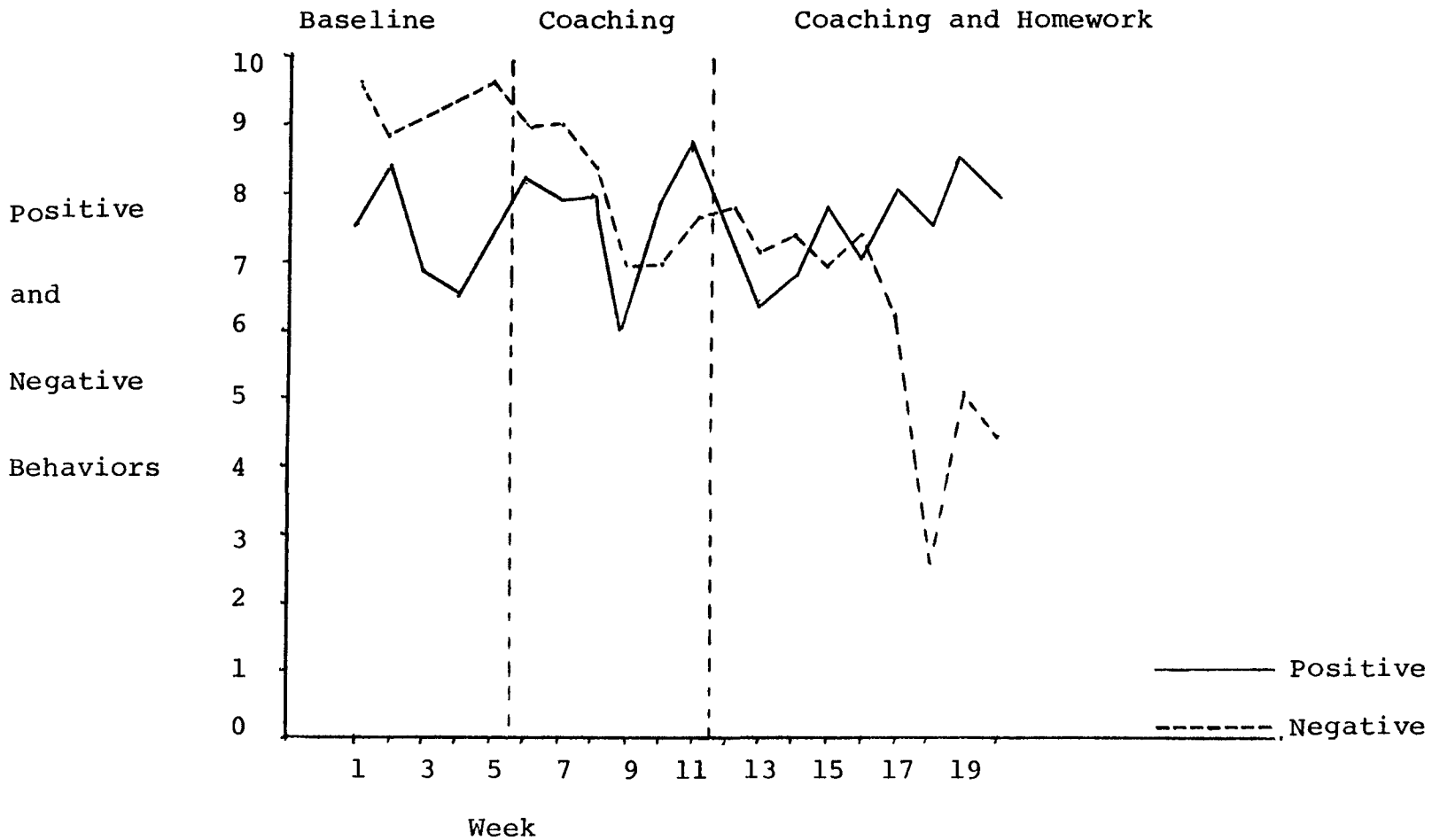
Child B



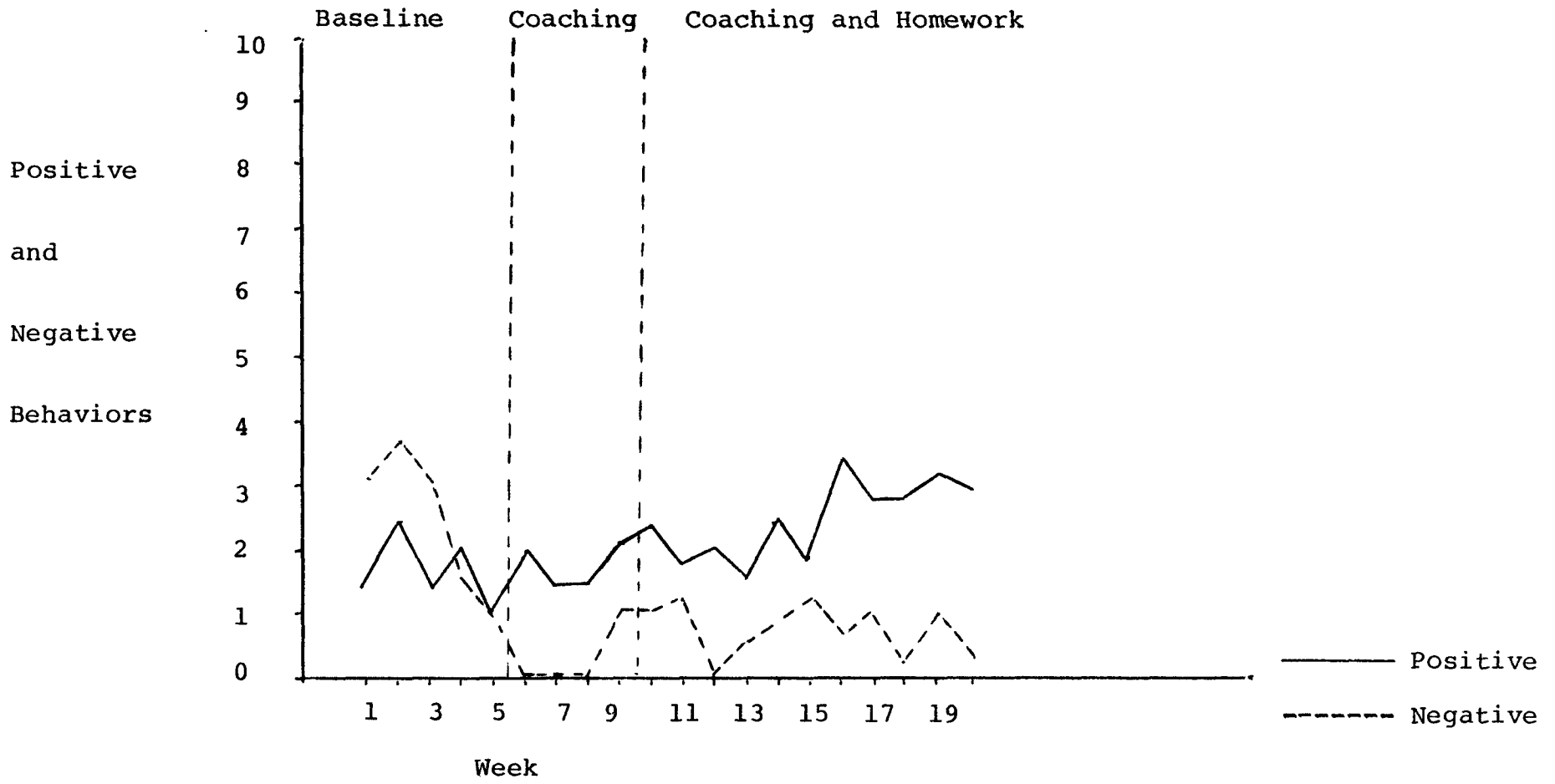
Child C



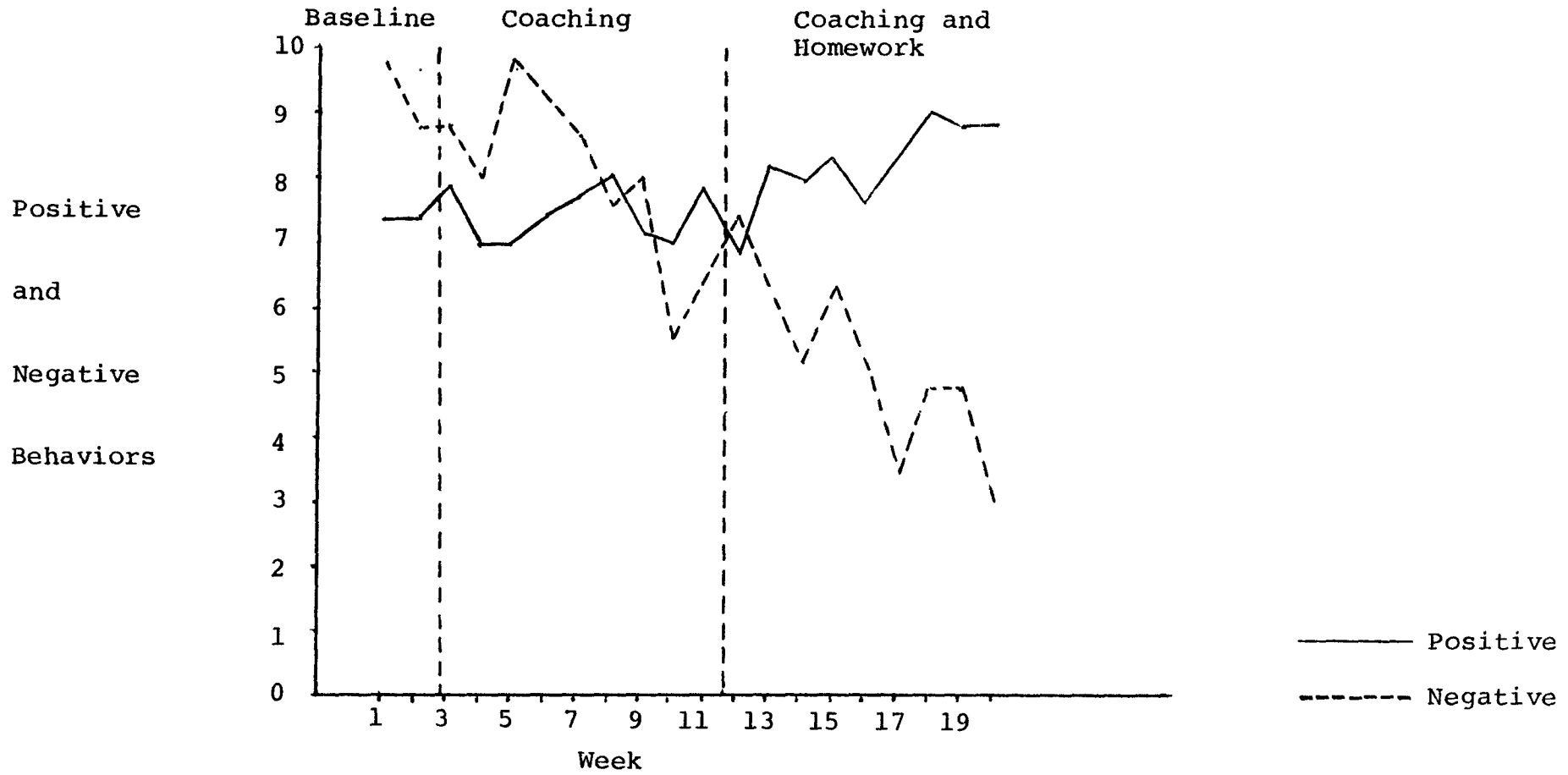
Child D



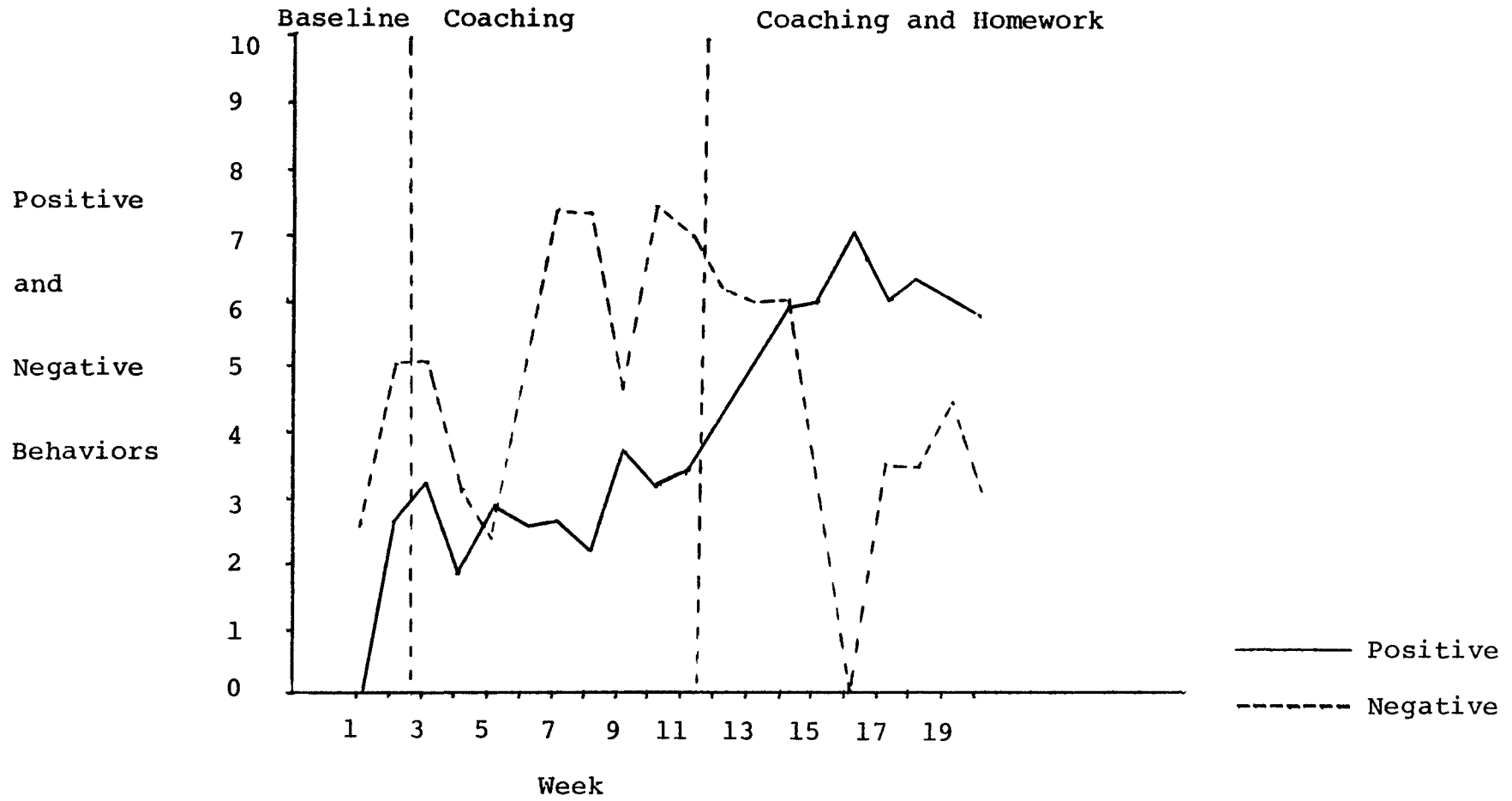
Child E

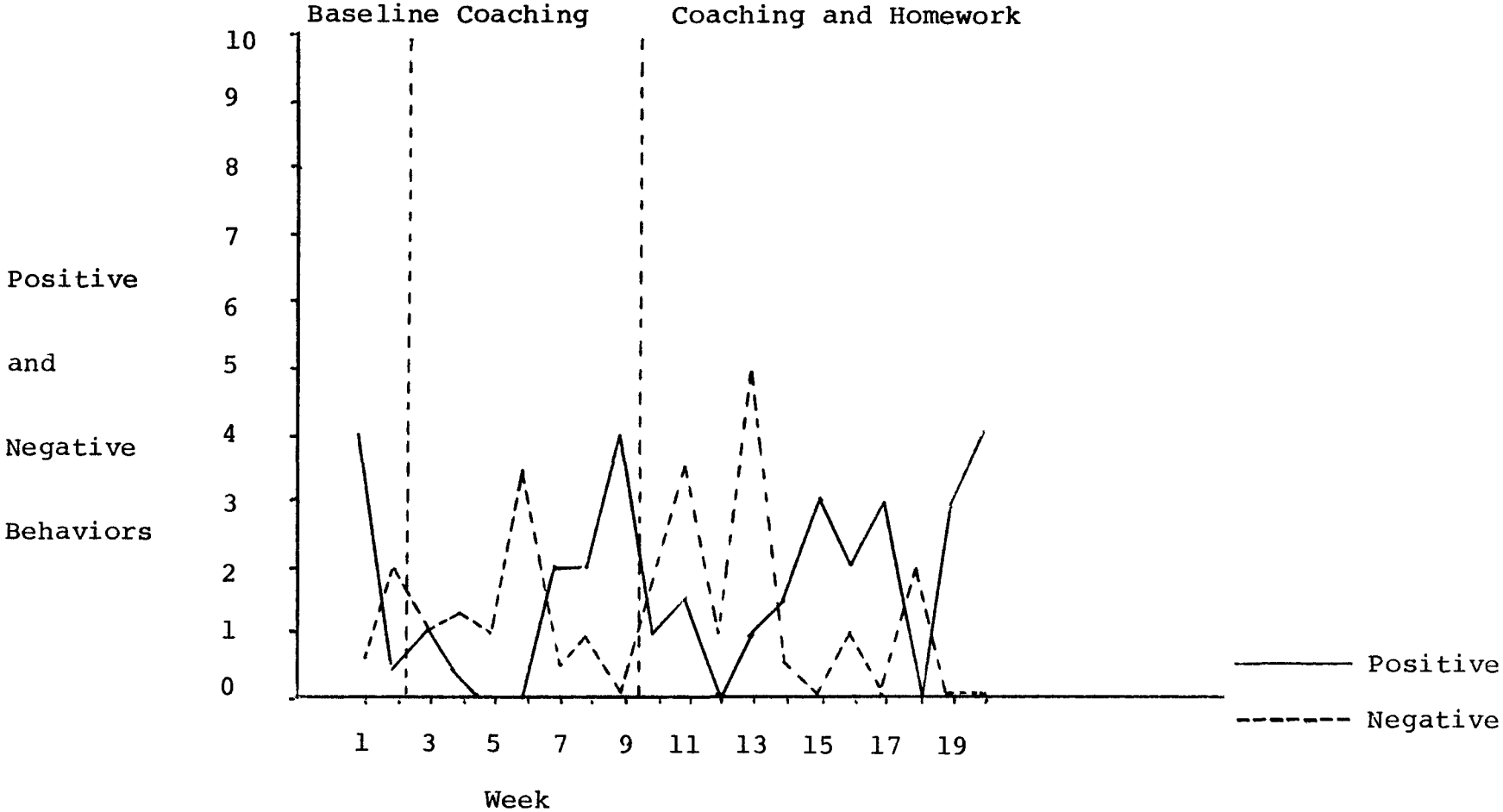


Child F

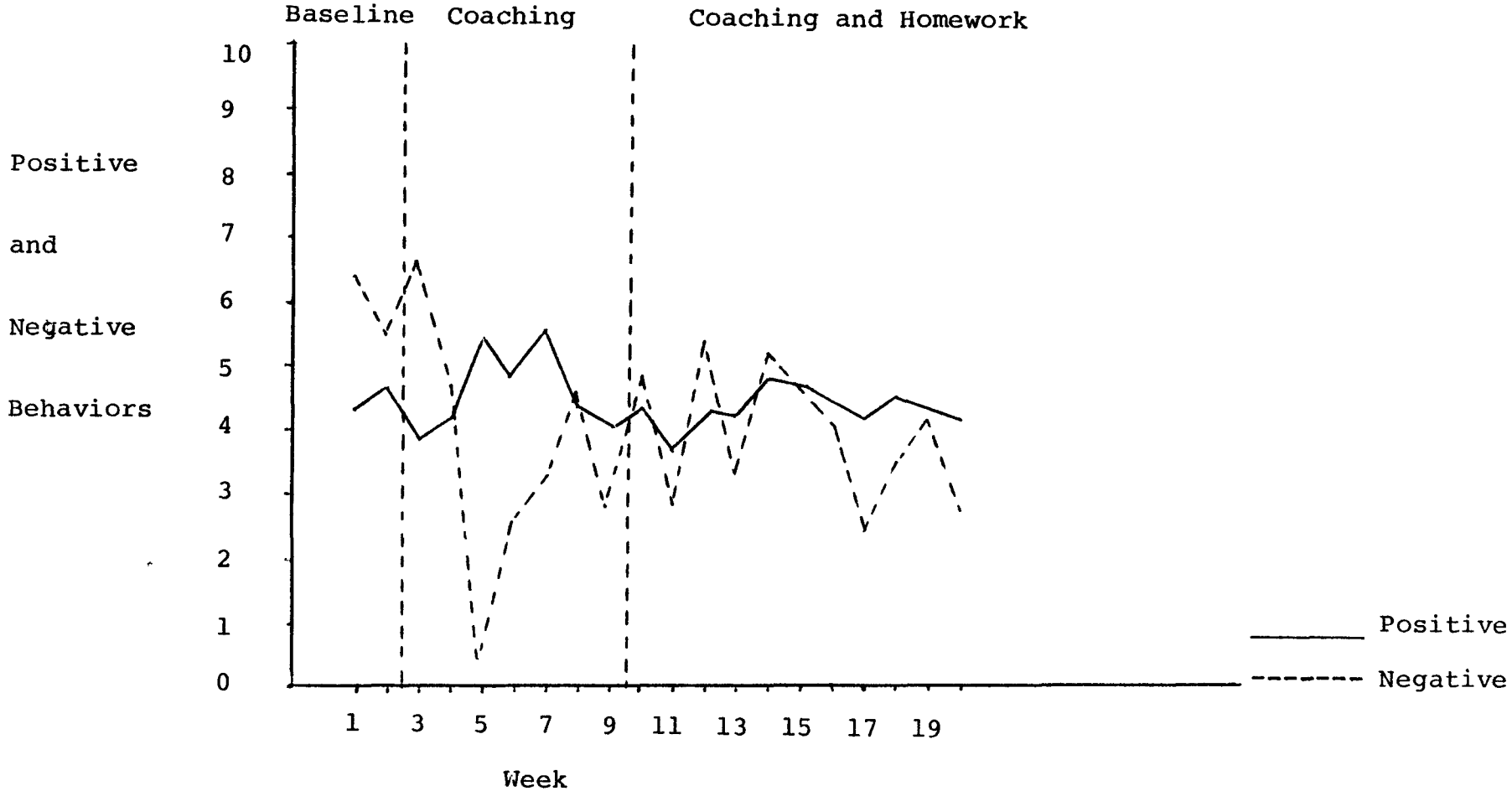


Child G

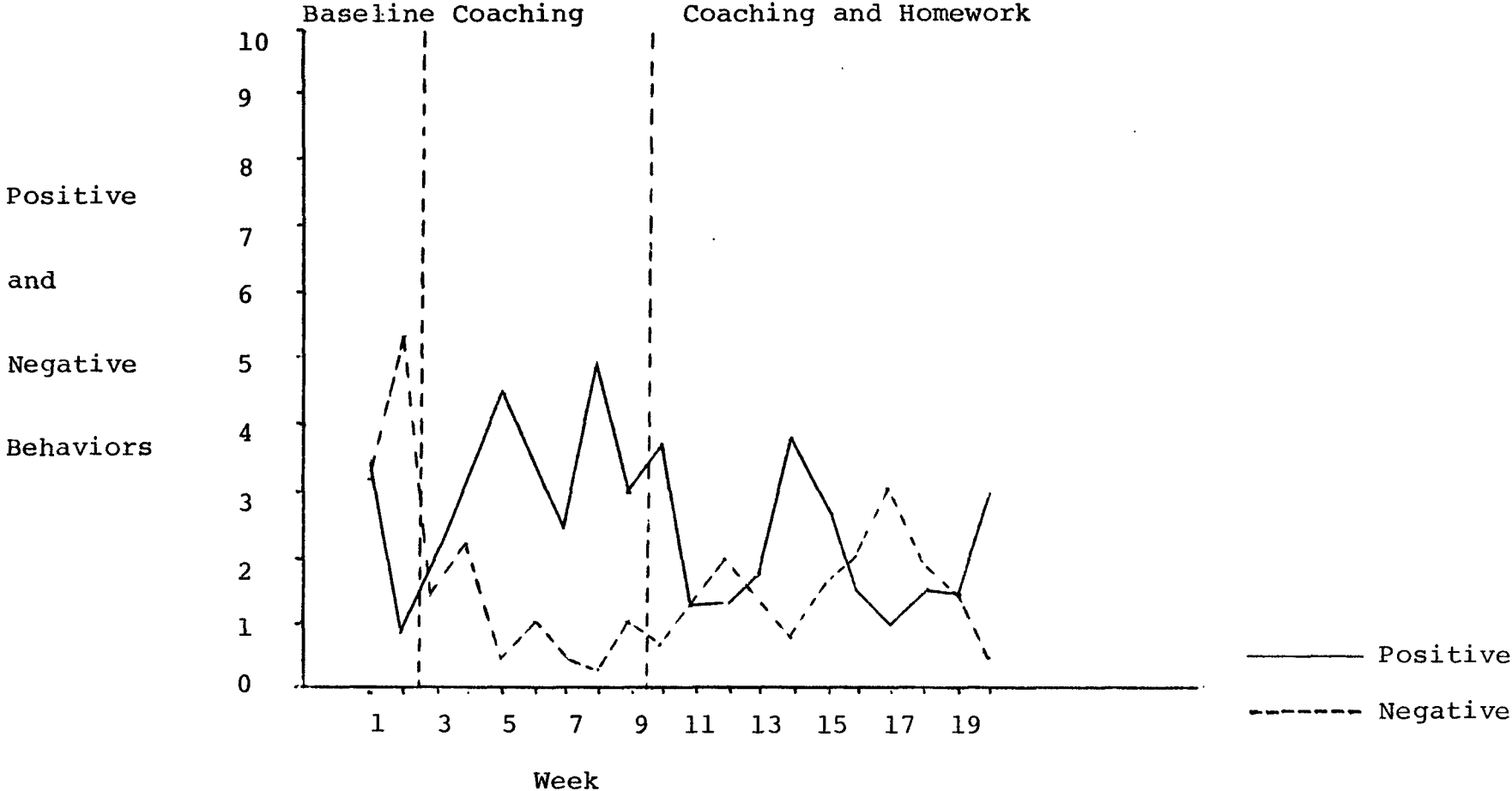




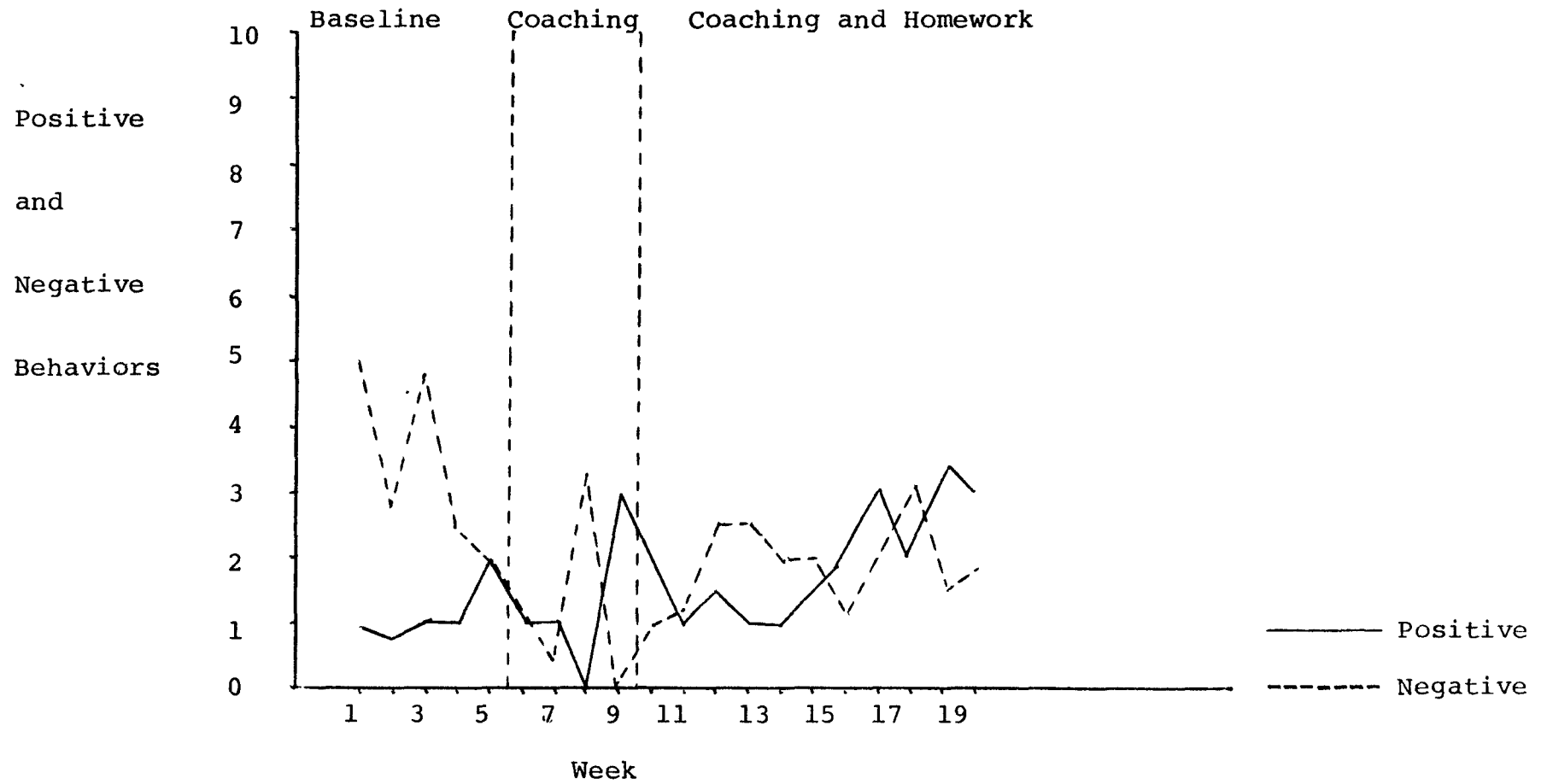
Child I



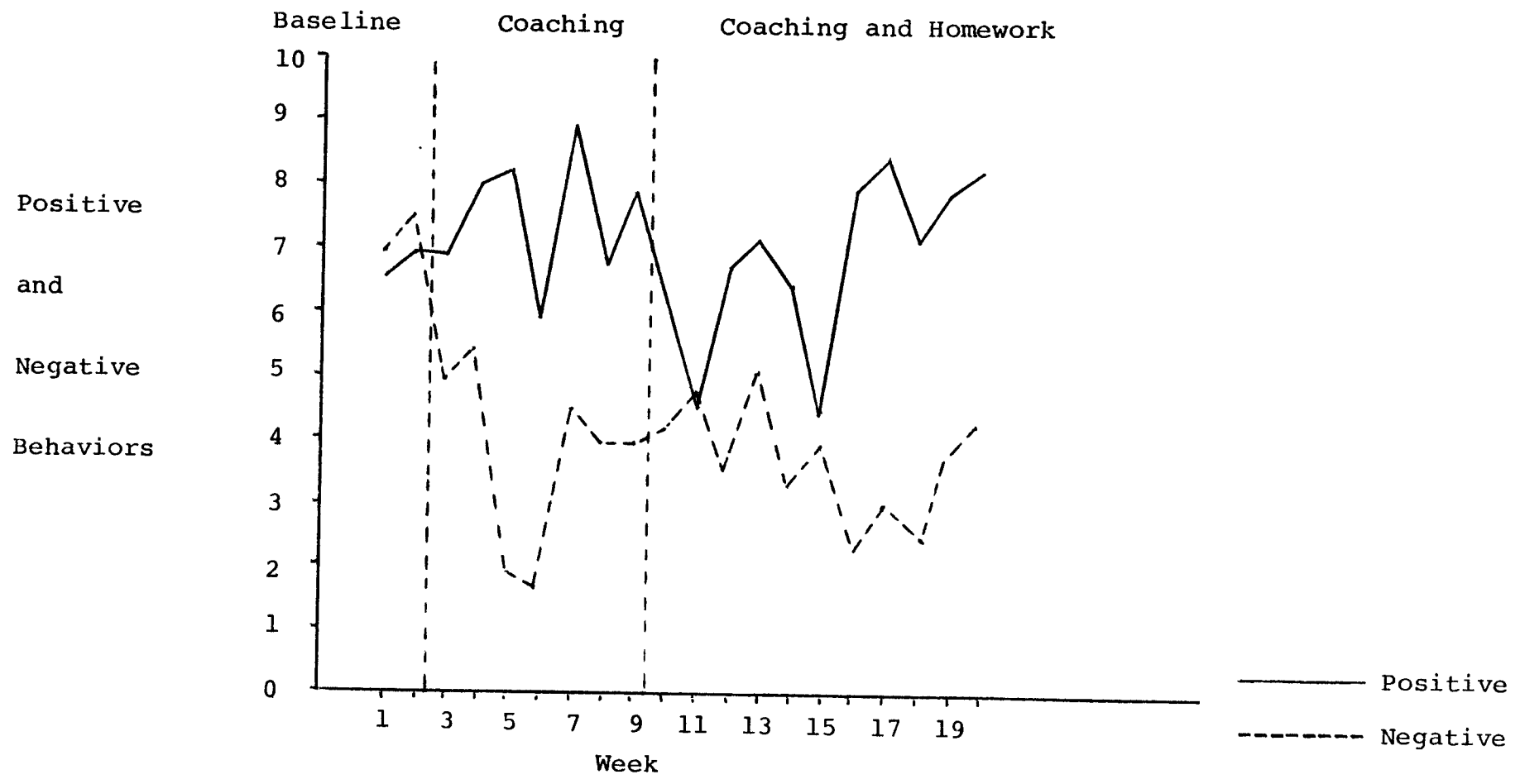
Child J



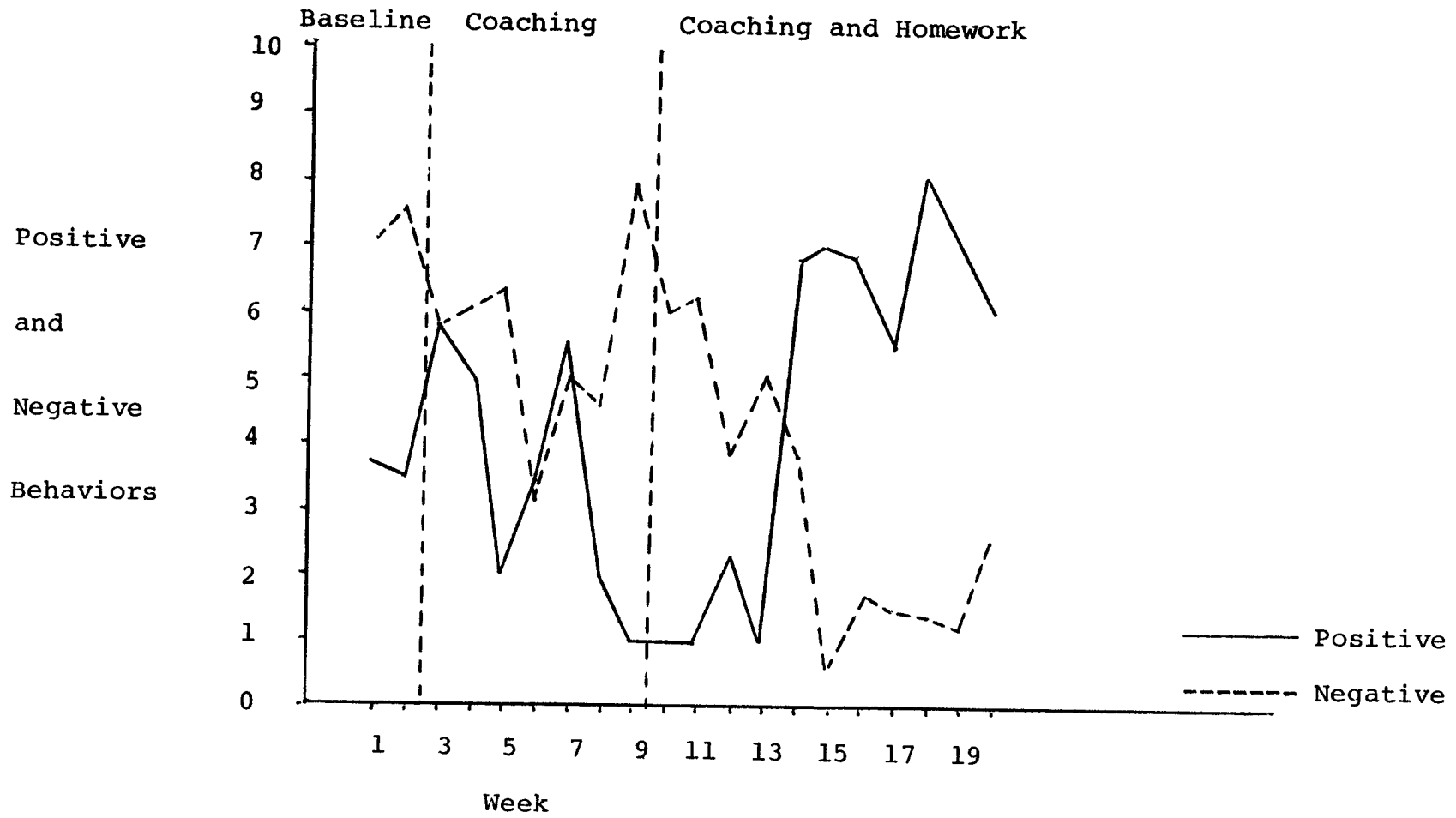
Child K



Child L



Child M



Child N

