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The development of social skills in upper elementary students

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The development of social skills in upper elementary students

Abstract

This study is designed to determine if a structured approach to the development of social skills, given to students in a Self Contained with Integration (SCI) Classroom, will increase proficiency in these skills. In the study, students in a SCI room will receive instruction in six specific social skills. These skills involve appropriate behaviors in getting along with others. The students will be introduced to individual social skills, practice with the skills, and review each skill, Each skill will be assessed by the homeroom teacher as to gains made in developing appropriate social skills.

THE DEVELOPMENT OF SOCIAL SKILLS IN UPPER

ELEMENTARY STUDENTS

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A Research Paper

Presented to

The Department of Educational Administration

and Counseling

University of Northern Iowa

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In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

_____

by

Mark M. McVey

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Chapter One

INTRODUCTION

General Problem Statement

Schools are responsible for the development of many skills in children. In addition to the development of academic skills, the development of social skills has become an increasingly important element in the daily school routine. This responsibility, as with academics, is shared with the home.

Many children in school today can be seen using ineffective social skills. Because the consistent failure to resolve such problems can affect a child's emotional development adversely, many educators suggest that children should be taught interpersonal cognitive and behavioral problem-solving skills as a primary preventative strategy to promote mental health and reduce maladaptive behavior.

Recently, educators and counselors have begun to realize that the solution to many problems may lie in concentrated efforts to build up strengths and potentials of young children rather than disciplinary or remedial action. Peer relationships may be particularly influential during the middle elementary years when a child devotes a large portion of school and play time to interactions with peers. Development of the appropriate social skills behavior will have a definite impact on later social adjustment. These middle elementary years are the time to develop these

important skills.

Failure to exhibit suitable skills may be caused by many factors. The child may possess the skill but not perform it with sufficient frequency, the skill may be performed, but performed inadequately, or the child may not possess the skill. Because of this, the most suitable treatment would be a teaching/training technique to help that person learn effective social behavior.

Students are constantly in a position where proper use of interpersonal skills are required. How they interact and the reactions by others will affect how they succeed in later life. There is a definite need to help children learn to deal with peers and adults effectively. In learning to get along with peers and adults, students will be able to function better in school and outside of school.

Definition of Terms

"Social skills is a rather inexplicit term used to describe a rather wide range of behaviors varying in kind and complexity, that is thought to be necessary for effective social functioning" (Conger and Keane, 1981, p. 478).

"Social skills is the complex ability to maximize the rate of positive reinforcement and to minimize the strength of punishment elicited from others" (Libet and Lewinsohn, 1973, p. 311).

"Social skills has been explicitly used in reference

to the compound abilities necessary for interpersonal functioning" (Bornstein, Bellack, and Hersen, 1977, p. 184).

Other authors have used the term social competence to describe social behaviors. According to Gresham (1982), social skills deficiencies may be conceptualized as part of a broader construct known as social competence. Social competence includes both social skills and adaptive behavior competencies which are crucial areas of development for all children.

"Socially competent behavior is those responses which, within a given situation prove effective, or in other words, maximize the probability of producing, maintaining, or enhancing positive effects for the interactor" (Foster and Ritchey, 1979, p. 626).

"Social competence in children has been arbitrarily defined as behaviors that appear to promote peer acceptance" (Brown and Brown, 1982, p. 14).

These examples imply a positive effect being needed for the interactor.

Specific behaviors which contribute to good social adjustment were listed by Stephens (1977). He divided these behaviors into areas of school achievement, peer interactions, and relations with teachers. Factors involved in school achievement were perseverance, following directions, recognizing academic limitations, asking relevant questions,

using time wisely, listening, and communicating clearly. Peer interactions involved sharing time and resources, being a sensitive listener, being fair, accepting leadership and participant roles, recognizing individual differences, being friendly, following game rules, being pleasant, and greeting others. Relations with teachers involved recognizing teacher's authority, greeting teachers, accepting differences among teachers, reinforcing teachers for good performances, being pleasant, and obtaining assistance from teachers.

Hypothesis to be Tested

This study is designed to determine if a structured approach to the development of social skills, given to students in a Self Contained with Integration (SCI) Classroom, will increase proficiency in these skills. In the study, students in a SCI room will receive instruction in six specific social skills. These skills involve appropriate behaviors in getting along with others. The students will be introduced to individual social skills, practice with the skills, and review each skill. Each skill will be assessed by the homeroom teacher as to gains made in developing appropriate social skills.

Chapter Two

REVIEW OF LITERATURE

Why Become Involved?

Weissberg and Gesten (1982) reported children often have interpersonal problems on the playground and at home. Being teased, being left out of a game, or fighting over which television program to watch are commonplace childhood experiences. These examples point to the inadequate social skills in children.

Increasingly, schools are being delegated the responsibility for training young people to deal with social and personal problems. Elementary age students spend a great deal of time in school where effective social skills are needed for group and individual effectiveness. Children at this age spend a large portion of their time in interactions with peers.

Children with deficient social skills may have delayed cognitive developmentand impaired academic performance (Cartledge and Milburn, 1978). Socially unpopular children are deficient in a variety of social skills such as cooperation, communication of needs, and responding positively to peers (Oden and Asher, 1977). Also, social skills deficits are related to high levels of peer rejection among learning disabled children (Byran, 1978).

Gresham (1982) concluded:

Without question, exceptional children possess

deficiencies in the area of social skills and these deficiencies are predictive of various concurrent and longtime adjustment problems. Given these deficiencies, it is important to teach exceptional children those skills that are facilitative of peer acceptance, reciprocal positive social interaction, and self-acceptance. (p. 130)

Poor academic achievement, inadequate behavior development, social avoidance as a means of anxiety reduction, and mistreatment by peers may be results of inadequate social skills development. In upper elementary, where rapid growth and social skills development occurs, being socially accepted or rejected will have an effect on later emotional and social growth.

Goldstein, Sprafkin, Gershaw, and Klein (1980) felt the realization of responsibility has meant a shift from a focus on disruptive classroom behaviors to an emphasis on skill building. Public sentiment now appears to be more ready to accept the idea that children who are difficult to handle in school do not need help in learning to be quiet and docile, but instead need help in actively developing their capabilities as fully as possible. The shift from a negative to a positive approach is supported by Foster and Ritchey (1979) who believe in order to help students achieve in school, and to be socially competent, we need to teach them the appropriate skills.

Skill Deficits and Observation

Gresham (1982) stated that social skill deficits may be conceptualized along three different dimensions: (a) skill

deficits, (b) performance deficits, and (c) self-control deficits.

Skill deficits refer to children who do not have the requisite social skills in their repertoire for effective social interaction or peer acceptance.

Performance deficits refer to children who may have social skills for effective social interaction, but do not perform these skills at appropriate levels.

Self-control deficits describe those children who lack adequate behavioral controls to inhibit impulsive or aggressive social behaviors. These children may or may not possess effective social skills.

Social skills have been remediated primarily through modeling or verbal instruction (coaching) whereas performance deficits have been ameliorated through operant reinforcement-based techniques. Self-control deficits have been remediated using techniques from the cognitive behavior modification literature such as self-instruction, self-evaluation, and self-reinforcement. Gresham (1982), Oden and Asher (1977), and LaGreca and Santogrossi (1980) supported the belief that a behavioral approach to facilitating or training social behaviors can affect a child's peer interactions.

Conger and Keane (1981) suggested two of the main reasons why children have poor relationships are: (a) they lack the necessary skills to make friends (and possibly experience social anxiety) and, as a result, are forgotten,

left out, or isolated; (b) they exhibit an excess of aggressive-disruptive behavior and are actively rejected. Although both groups of children may experience poor peer relationships, the former (shy and withdrawn) seem most frequently targeted for social skill intervention, whereas the latter (aggressive) have the poorer-long term prognosis.

Conger and Keane (1981) strongly agreed that "it is important to discriminate among accepted, neglected, and ignored children and attempt to relate relevant behavior to those three groups" (p. 492).

Along similar lines, Dodge, Coie, and Brakke (1982) found social skills training most appropriate for rejected children is not the program best suited for the neglected group. They found that for the rejected group, help in controlling some of the social impulses was needed. On the other hand, the neglected group needed training and coaching in the initiation of social interactions.

Various methods of observation have been discussed by Foster and Ritchey (1979), Greenwood, Walker, and Hops (1977), Gresham (1981), Beck, Forehand, Neeper, and Baskin (1982), and others. Foster and Ritchey (1979) found methodology pursuing two separate but related directions: (1) sociometric assessment, most often used to identify the socially competent vs the incompetent child, and (2) behavioral observation, employed in the specification of behaviors that comprise adaptive social functioning in children. Sociometric measures

are the most commonly used methods to identify the socially competent child and attempts to establish a child's social status related to other children in a group. Types are peer nomination sociometrics and peer rating scales.

Greenwood, Walker, and Hops (1977) reviewed the literature on the assessment of social withdrawl in children and found three measures which are most commonly used: (a) behavioral observations, (b) sociometric measure, and (c) teacher ratings. They concluded "clearly these three measures- observational data, sociometrics, and teacher ratings- generate data of different dimensions of child social behavior" (p. 492). Observational data provides information on the frequency and topography of social behavior. Sociometrics measures popularity and the way a child is perceived by peers. Teacher ratings usually provide information on behavioral pinpoints descriptive of social withdrawl/social isolation.

Gresham (1981) supported the three measures of assessment and stated:

> It appears that a comprehensive assessment of a child's social skills should include precise observations of social behavior in a variety of naturalistic settings, sociometric measures, and teacher ratings or rankings of a child's social behavior in the school setting. By utilizing all three measures, school psychologists should be able to identify specific areas of social skill deficits as well as secure peers' and teachers' perceptions of the target child's social behavior. (p. 128)

Foster and Ritchey (1979) found behavioral observations

have been extensively employed in the assessment of social functioning and less often to identify the socially incompetent child.

Beck, Forehand, Neeper, and Baskin (1982) found the two strategies of role-play and naturalistic observations frequently used. In these, children displayed significantly more responses and were viewed as being more likable in the role play than they were in the naturalistic scene.

Studies of sociometric status of learning disabled and nondisabled classmates indicated learning disabled children are chosen significantly less often on a measure of social rejection (Byran, 1974b; Byran, 1976). Classmates are more likely to attribute negative (e.g. dirty, worried) than positive (e.g. happy, fun) personal characteristics to the learning disabled than nondisabled children.

Gresham and Nagle (1980) found peer nominations "may in fact be measuring who a child's friends are rather than the degree of his/her acceptance in the peer group" (p. 728).

With regard to teacher ratings, Kreogh, Tchir, and Windeguth-Behn (1974) reported teachers perceive learning disabled children different from and less likable than comparison children, including educable mental retardates.

Byran (1974a) found differences in interaction patterns of learning disabled and nondisabled children with peers and teachers. Learning disabled children were much more likely to be ignored by both teachers and peers, and they receive

more negative reinforcements from teachers than did peers. In addition, learning disabled children are apparently less able than classmates to comprehend nonverbal social communications. (Byran, 1976)

Kelly, Bullock, and Dykes (1977) found when teachers were given the opportunity to freely report their perceptions of the behavior of students, a number of serious problems were highlighted. They stated "the mean percentage of 20.4 that was perceived by the participating teachers as exhibiting behavioral disorders is obviously a cause for concern" (p. 317). Although 12.2% of the children were assigned to the middle category of disorders, another 7.8% were perceived as exhibiting moderate or severe behavioral disorders. This points to the need to be more accurate in judging the behavior of students and then make appropriate referrals.

McCarthy and Paraskevopoulos (1969) studied the behavior patterns of learning disabled students and average children by teacher observation. They found learning disabled children were viewed as having more numerous and more severe problems than normal children.

Social Skills Teaching Approaches and

Results of Application

The Education for All Handicapped Children Act (1975), Public Law 94-142, requires education to provide an appropriate individualized education program for each child

in their classroom. Such a program for students who are behaviorally disordered must include instruction in social skills. Stephens (1977) contended that instruction in social skills is most successfully accomplished by direct and systematic teaching of appropriate social behaviors to children involving the use of a social skills curriculum.

In a related study by LaNunziata, Hill, and Krause (1981), Stephens' contention that the acquisition of appropriate social behaviors by students is most effectively managed through systematic teaching was supported. In this study, the use of modeling, contracting, and social reinforcement as instructional tactics designed to remediate social skills deficits, acting singly or in combination, proved to be highly effective. Further, their study demonstrates the relative ease of implementation. The limited time demands required by teachers in using Stephens' curriculum make it not only feasible for classroom application, but a valuable tool for teaching social skills in the classroom.

Brown amd Brown (1982) stated "a person's failure to exhibit appropriate interpersonal skills is due to the failure to learn such skills" (p. 12). Given such skill deficits, the most appropriate treatment would be a teaching/training technique to help that person learn effective social behavior.

The recent behavioral treatment approaches found in

research literature consists of a combination of procedures such as coaching, behavioral rehearsal, modeling, and feedback. (Gottman, Gonso, and Schuler, 1976; LaGreca and Santogrossi, 1980; Oden and Asher, 1977) Training typically focuses on teaching children to engage in specific interpersonal behaviors such as smiling, cooperation, and initiating interactions.

One approach to social skills development is simulation. Brown and MacDougall (1972) stated:

> Simulation offers several advantages for the instructional system designed to teach social skills that are adaptable to individual needs and responses. Simulation allows the child to become actively involved in vicarious decision-making on an individual basis, to take the role of another, and to participate in intergroup situations. (p. 175)

According to social learning theory (Bandura, 1977), the acquisition of social skills takes place through a reciprocal interaction between child and environmental forces (e.g. the influence of parents, peers, and significant others). Instead of a stage-based notion of skill development, social learning theory views social competence as being the result of learning through environmental interaction.

Gresham (1982) promoted the idea that social skill deficits are remediated primarily through modeling and coaching. Modeling involves exposing children to competent models of social skills and having observers imitate or reproduce the observed behavior. In classrooms, modeling

can be made most effective by: (1) setting the stage for what is to be modeled through stories, pictures, or cartoons, (2) specifying the behavior to be modeled, (3) providing feedback to children on how well they imitate the behavior, (4) provide opportunities for practice, and (5) rewarding correct reproductions of the modeled behavior.

Coaching is a behavior-change technique which depends upon the child's understanding of language and verbal concepts. Coaching includes three components: (1) presentation of rules or standards of behavior, (2) behavior rehearsal, and (3) feedback and discussion.

Role-playing represents still another approach. Leyser (1979) examined its effectiveness as a method of improving peer relationships. Conclusions from Leyser's study include: (1) A workshop on role-playing and periodic consultation periods are effective in helping teachers acquire a better knowledge of role-playing and reducing their reluctance to use this technique with their students. (2) Role-playing used in the classroom over a short period of time to change the social status of rejected children has only a limited effect on their acceptance and rejection by peers. (3) There is a need to continue to investigate the effects of role-playing in helping socially rejected pupils. Leyser also recommended that role-playing programs be extended over a period longer than 10 weeks; an entire semester might be an alternative. Finally, role-playing should be investigated

and its effectiveness evaluated when used as part of a larger program, perhaps an effective curriculum.

Childers and Basse (1980) promoted the Gestalt goal of awareness. They saw awareness being an important affective, developmental skill for elementary children to learn and practice. Children who experience awareness training may become more aware of their environment, and their internal experiences, than children who are not given explicit awareness training.

As can be seen, there are a variety of approaches to teaching social skills. In teaching, the teacher has control over methods used and success of the process. The way teachers structure student learning goals determines how students interact with each other. Brown and MacDougall (1972) stated "unfortunately, systematic instruction in the socializing process is a commonly neglected part of the schooling process" (p. 175).

Various results came from individuals working with children. Results from an experiment by LaGreca and Santogrossi (1980) suggested that children who experience some difficulty in a normal classroom setting can be taught to improve their social behaviors through instruction and practice. The study suggests group training procedures can successfully be employed with elementary school students. One implication is that efforts to merely increase a child's social contact, without additionally providing the child

with instruction on appropriate social behaviors to employ
with peers, are not likley to have any impact on the child's
peer interactions.

Conger and Keane's (1981) findings suggested "changes
in peer attitudes are partly a function of sufficient exposure
to behavioral change" (p. 178).

According to Gottman, Gonso, and Schuler (1976):

Social skills training programs need to demonstrate two
things; that they teach the target social skills, and
that these skills make a difference on criterion
variables such as sociometric position. Most studies
have been successful in demonstrating change in one of
these variables, but few succeeded in demonstrating
consistent changes in both areas. (p. 195)

Enright (1980) found the sufficient conditions for
growth to be: (1) interaction with others, (2) reflection on
the interaction, (3) reflection on the thought, (4)
consideration of the discrepancies between thought and
action, and (5) thinking on one's level or slightly higher.
The implication of results is that future social cognitive
programs may do well to incorporate the children's actual
interpersonal experiences into the program rather than focus
exclusively on stories and filmstrips as a point of
discussion.

Reasons for Social Isolation or Rejection

According to Byran and Byran (1977) "a variety of
negative personality and behavioral characteristics have
long been associated with the presence of learning
disabilities. Hence, learning disabled children are

frequently described as hyperactive, distractable, showing emotional liability, and perseverations, to name a few" (p. 141).

Byran (1976) concluded "the rejection of these children may be a function of the labeling process" (p. 310). Another explanation is that there are personality traits which elicit rejection and acceptance among children. In this regard, it appears that behaviors which result in rejection by peers are not necessarily behaviors defined as objectionable by adults- at least they are not too objectionable that adults respond to them.

Byran and Byran's study (1977) demonstrated that the learning disabled child is at a great disadvantage due to his inability to comprehend the nonverbal communication by others.

Dodge, Coie, and Brakke (1982) compared groups of popular, average, rejected, and neglected 3rd and 5th grade children. In general, the vast majority of interpersonal activity among children can be termed prosocial, and the majority of social interactions positive. The rate of aggressive interactions among children was quite low. The significant differences in aggressive behavior initiated by the rejected children compared to the other two groups was dramatic in terms of the relative percentages (more than double) involved and the difference is probably a major factor in these children being disliked by their peers.

Furthermore, in comparison to the popular students group, the rejected children spent more time engaging in task-inappropriate solitary activities such as clowning, daydreaming, and walking aimlessly around the room. Teachers had to intervene and interact with them more than any other group. Peers rejected the social approaches of the rejected children in the classroom at a comparatively high rate.

The behavior patterns of neglected children in this study differ from those of rejected children but were also different from those of socially well-adjusted children. Neglected boys did not display inappropriate or aggressive classroom behavior, nor did they socially approach peers at inappropriate times. However, during recess, when social approach is the most efficient way of integrating successfully into a peer group, the neglected children failed to approach peers as frequently as the average and popular children. Like those of rejected children, the social approaches of neglected children frequently met with rebuff from peers. In addition to deviant social-approach behavior, rejected children displayed over twice as many peer-related aggressive acts as popular and average children.

Gottman, Gonso, and Rasmussen (1975) found popular children dispensed only marginally higher rates of positive reinforcement than did unpopular children and that rates of reinforcement did not suffer between groups.

Byran, Wheeler, Felcan, and Henek (1976) reported

results which indicate learning disabled children are more likely to emit competitive statements and less likely to emit considerate statements than comparison children. The relative importance of such verbalization to human relations is unknown, according to the authors. Competitive statements were not a high frequency behavior in their study. Learning disabled children made four, peers made six competitive statements to the learning disabled children, whereas control children made and received but one such statement. These were not friendly statements; they were aggressive and appeared to be in the form of a verbal battle which may reflect children's mutual rejection. Given the sociometric studies of learning disabled children (Byran, 1974b; Byran, 1976) it may be that children need not be unfriendly very often to be highly rejected.

It was also found that learning disabled children's communication differed from average achievers' conversations on a number of categories. For example, learning disabled children emitted more competitive statements than the comparison group, whereas average achievers were the recipients of significantly more consideration statements from peers.

In Bruno's (1981) study, children were shown stimulus pictures and were asked to determine antecedents of the situation and determine consequences. Results indicate both learning disabled and "normal" subjects made correct

inferences as well as error statements. Tabulations showed learning disabled students made more definite errors in the standardized presentation than "normal" subjects. The "normal" subjects averaged 1.95 errors; the learning disabled students averaged 3.15. Several of the errors were the same in both groups; however the learning disabled students had a greater frequency and diversity in their errors. On some of the pictures, the learning disabled subjects seemed to respond to details that were irrelevant to the interpretor of the picture. In conclusion, learning disabled subjects performed more poorly than "normal" peers in interpretation of pictorially presented social situations and in predicting the consequences of those situations. Their performance may be interpreted as a result of attentional and cognitive deficits that have been noted in the performance of learning disabled children on other types of tasks.

Byran (1974b) found the social status of learning disabled children, depending upon their race and sex, is significantly different from that of nondisabled children. Learning disabled children, particularly white children, or female children, are not accepted, but rejected by classmates. Black learning disabled children achieved on the average, much lower scores on both mathematics and reading tests than did the other groups tested, yet were not the most rejected or least accepted of the groups. Rather it was

the white learning disabled children, who scored higher on both tests of achievement, who were the most rejected by their peers.

A second reason for the social status is that the learning disabled children suffer from some kind of stigma resulting from being labeled or treated as a special education problem. Another reason to account for the results is based on expectancy effects. It has been well established that girls tend to perform academically better than boys during the elementary years. It's possible that the rejection of the learning disabled girls represents a greater deviation from the norms of performance than similar achievement by boys. Finally, according to Byran (1974b), it's possible that whatever factors lead a child to have a learning disability might also affect a child's social learning. In short, the findings may support the premise that the lack of social popularity is not a question of intelligence, labeling, or expectancy, but rather another symptom of learning disability.

Effectiveness of Social Skills Programs

Byran (1976) found one year later that friendship patterns are fairly stable across time. Children who tend to be popular or rejected maintain their social status even though their classmates changed. Stability in friendship patterns suggest that children, at least by 4th and 5th grades, have pretty definite ideas as to what they may or

may not like in children.

Wanat (1983) concluded: "significant evidence existed to support the effectiveness of social skills awareness programs in learning disabled classrooms" (p. 35).

Gresham (1982) concluded: "social skills instruction is one way of increasing the likelihood that exceptional children will interact more positively and be accepted by non-handicapped children. Exceptional children can be taught effective social skills in both self-contained and mainstreaming settings" (p. 133).

LaGreca and Santogrossi (1980) found with 3rd-5th grade students, those children who experience some difficulty in peer social interactions in a normal classroom setting can be taught to improve their social behaviors through instruction and practice.

Finally, Mannarino, Christy, Durlak, and Magnussen (1982), in working with 1st-3rd grade students, found that children's behavior can be improved as rated by teachers and levels of peer acceptance.

In summary, most investigators suggested results were promising. Further investigation was promoted by most. Berler, Gross, and Drabman (1982) concluded that researchers and clinicians engaging in such training should proceed with great caution until they learn more about ways to improve a child's social competence in settings relevant to that child. Social skills training programs that do not

generalize to the natural environment should be looked upon critically and not considered effective unless proven otherwise.

Chapter Three
METHODS AND PROCEDURE
Subjects

The 11 students in the experimental group were all from
a 5th and 6th grade Self-Contained with Integration room at
Anson Elementary in Marshalltown, Iowa. The teacher in this
room planned to initiate a social skills development
program as part of the students' social studies program.

The treatment group consisted of 3 girls and 8 boys,
with average age of 13. All but one student had attended
Anson Elementary for at least one year, with most students
being bussed to Anson for their regular program. They were
from a variety of backgrounds, both rural and urban, with
no particular characteristics in common.

All students received treatment in the experiment. No
control group was used since these students' regular classroom
teacher wanted all students to receive social skills
training at the beginning of the year.

Materials

The assessment tool and activities were taken from
Project SISS, a social skills program developed by Laurence
R. Sargent, ED.D. (1983). The program was developed for
special education teachers to be used with mentally disabled
children who spend at least part of the day integrated into
general education classes.

Project SISS has 100 skill lessons related to primary

through senior high students. Each skill has the same 6 step format of establishing the need, identifying skill components, modeling the skill, role-playing the skill, practice, and generalization and transfer. Length of each session is approximately 35 minutes with additional review being encouraged. A 0-3 rating scale, which is part of the program, is used to describe the type of treatment most appropriate for the students.

Additional activities used in the review sessions involved other role-playing situations and games to further develop skills that had been taught.

Procedure

Three Self-Contained with Integration teachers were interviewed concerning their availability to work on a social skills development program. All three teachers were planning on using the SISS (Systematic Instruction of Social Skills) program during the 83-84 school year. One classroom was chosen for work in this study of social skills. The primary reason for eliminating the other classrooms was conflict due to scheduling. All 11 students were exposed to the treatment since SISS was to be used as part of their social studies program. Because of these factors, randomization was not possible.

Prior to working with the group, the regular classroom teacher rated each student on a 0-3 scale concerning the 6 skills to be covered (see Appendix A).

This group received instruction in the skills of asking peers for help, listening when a peer speaks, participating in a group activity, helping peers when asked, accepting ideas different from own, and meeting with adults (see Appendix B). The instruction was spread over a 7 week period with approximately 1 skill being taught and reviewed each week.

Each lesson was initially introduced with six components being developed in each. These components were establishing the need for the skill, identifying the skill components (specific steps for using the skill), modeling the skill by the instructor and an assistant, role-playing by the students, practice which was given as an outside assignment, and generalization and transfer. After approximately five days had elapsed, a review session was given. This occured for each lesson. In the review session, the major points were again discussed, role-playing was again used, and other activities for generalization and transfer were applied.

Between periods of instruction, the students were required to practice the week's skill. They recorded efforts made in practicing the skill on a card provided and reported on the efforts at the next review session. After the 3rd and 7th sessions, a party was given for all who practiced the weeks skills. This was reinforcement for the extra efforts made in practicing the skills.

The social skills lessons were conducted by the
instructor and a para professional assistant. The para
professional was used to help in the role-playing situations
which initiated each skill. The regular classroom teacher was
aware of each activity and purpose of each but was not
present for the sessions.

At the end of the 7th week, each student was again rated
by the same assessment scale used prior to instruction
(see Appendix A). Comparisons of pre and post assessments
were used to study the implications of the lessons.

Findings

Data collected concerning the 6 skill areas consisted
of both pre and post assessments. Scores were taken from the
regular classroom teacher's assessment of each student on
these areas (see Table 1). Mean and SD for scores were
computed comparing students' pre and post assessments.

The Sign Test and the Wilcoxon Matched-Pairs Signed-
Ranks Test were used for score comparisons.

Table 1

Pre and Post Scores on 6 Skill Areas

Student		Asking Peers for Help	Listening When a Peer Speaks	Participating in a Group Activity	Helping Peers When Asked	Accepting Ideas Different from Own	Meeting With Adults	Total₃	Total₄
	Pre Post								
A		2-2	2-3	1-3	2-2	2-3	2-3	11	16
B		2-3	1-2	2-2	2-2	2-2	2-2	11	13
C		1-2	1-2	2-2	1-3	2-2	1-3	8	14
D		2-2	2-3	0-2	1-3	2-3	1-2	8	15
E		2-3	3-2	3-3	3-3	2-2	3-3	16	16
F		2-2	2-2	1-1	1-2	1-2	1-1	8	10
G		1-3	1-2	1-2	2-3	1-2	2-2	8	14
H		1-2	2-3	1-3	2-3	3-2	1-3	10	16
I		1-2	2-3	0-2	1-2	2-2	0-1	6	12

table continues

	Asking Peers for Help	Listening When a Peer Speaks	Participating in a Group Activity	Helping Peers When Asked	Accepting Ideas Different from Own	Meeting With Adults	$Total_3$	$Total_4$
	Pre-Post	Pre-Post	Pre-Post	Pre-Post	Pre-Post	Pre-Post		
Student J	2-2	3-3	1-2	2-3	3-3	1-3	12	16
K	1-3	3-3	1-2	2-3	2-3	1-3	10	17
$Total_1$	17	22	13	19	22	15		
$Total_2$	26	28	24	29	26	26		

Note

$Total_1$ is the total pre test for all students in a
    particular skill area

$Total_2$ is the total post test for all students in a
    particular skill area

$Total_3$ is one student's pre test scores in all 6 skill areas

$Total_4$ is one student's post test scores in all 6 skill areas

Mean for $Total_3$= 9.82. Mean for $Total_4$= 14.45. SD for
$Total_3$= 2.714. SD for $Total_4$= 2.115. $\underline{p}$* .001

Table 2

Pre and Post Scores for use with Sign Test and Wilcoxon
Matched-Pairs Signed-Ranks Test

Student	Pretest Score	Posttest Score	Use for Sign Test + or −	Use for Wilcoxon T d	rd
A	11	16	+	5	4
B	11	13	+	2	1.5
C	8	14	+	6	6.5
D	8	15	+	7	9
E	16	16	0	0	omit
F	8	10	+	2	1.5
G	8	14	+	6	6.5
H	10	16	+	6	6.5
I	6	12	+	6	6.5
J	12	16	+	4	3
K	10	17	+	7	10

Note. + means gains in score made, − means that post test
score is lower than pre test score, and 0 means that no
growth or loss made. (d) is difference between pre and post
scores; (rd) is the rank of difference with 1 being the
lowest difference.

Chapter Four

MAJOR FINDINGS AND RECOMMENDATIONS

Major Findings

Comparisons of the pre and post assessments (Table 1) on the 6 skill areas showed growth occuring after treatment had been given to the group. Ten of the 11 students showed growth in comparing all areas on the pre and post assessments. The largest gain was 7 points, with two students gaining the 7 points, as well as 6 point gains by 3 students. One student showed no growth on total scores, but no students made losses in score totals.

In viewing individual scores in each of the 6 areas (66 scores possible), 41 scores were higher, 23 remained the same, and only 2 were lower.

Looking at each skill area singly, (T_1, T_2), all skill areas made increases. Increases ranged from 4 points to 11 points. Eleven point gains were made in Participating in a Group Activity and Meeting with Adults. Large gains were also made in Asking Peers for Help (9pts.) and Helping Peers When Asked (10pts.). Smaller gains were made in Listening When a Peer Speaks (6pts.) and Accepting Ideas Different from Own (4pts.).

A T-test was performed on the 11 students' scores, comparing pre and post test scores (see Table 1). The mean from the pre test scores (T_3) totals was 9.82. The mean for post test scores (T_4) totals was 14.45. The results

indicated a significant effect for teaching social skills, $F(20,11)= 4.47$, $p < .001$.

The Sign Test and the Wilcoxon Matched-Pairs Signed-Ranks Tests were also used, to compare pre and post assessments. Using the Sign Test results (see Table 2), a significant difference of .001 was found. In this, 10 students made gains, one had no change, but no students regressed in score totals.

The Wilcoxon Matched-Pairs Signed-Ranks Tests (see Table 2) obtained significance at the .005 level with 1 student being omitted because of similar pre and post test scores.

Recommendations

Newness of activities and previous experience in activities are important elements to incorporate into the social skills development program. Students were very willing and eager to participate in the activities. Students' enthusiasm came from the newness of some activities, being able to relate to specific areas being taught, and the desire to please the teacher. Also, basically most students had in the past performed some of these skills or had seen the skills being done by others- just through daily living. This was not something entirely new to the students, giving students confidence in being able to succeed.

Daily emphasis on social skills development is recommended. The increased exposure will have a more definite

impact on students than 1 or 2 sessions per week. Students tend to forget some elements involved in developing the skill, so daily reminders will help strengthen retention.

Pre assessment of the children's social skills is needed for success in teaching the skills. Knowing levels of skills in students and proper treatment for each level are other important elements. Some students possess skills but never learned them at a retention level or they do not perform them sufficiently frequently. In this case, some form of manipulated consequences would be used. Others may perform the skill inadequately, which may call for more direct instruction of the skill. Some children may not possess the skill and direct instruction is then the most appropriate treatment. Decisions on style of treatment comes from knowing the skill level of the student.

Role-playing is highly recommended as a productive activity to use with children to develop social skills. Students found role-playing to be especially exciting and constantly asked to do more. Use of real life situations was an important element in this.

Use of outside activities, between classes, is recommended to keep the students on task throughout the week. There was a five day period between teaching sessions in which students were to complete the assignment. During this time, students practiced and recorded with other students, teachers, and parents. Some transfer of learning

to outside activities could be seen. For more transfer, more practice between sessions is justified.

Giving parties throughout the program will develop enthusiasm with students. They seem to be a motivator for some, and students often asked when parties would be held. For the teacher, parties give a chance to formally practice the skills in a new setting, and also help in evaluation of social skills development.

A ratio of at least two adults working with a group of 11 students is recommended. Demonstrating a skill was efficiently accomplished, in my experiment, with 2 adults. Also, when students practiced the skill that had been taught, 2 adults could supervise their attempts better and give more practice time per student.

Posting steps for performing specific skills will increase retention of the skills. Posting the steps aids ease in recall and practice. The posters also serve as a good means for choral rehearsal of skill steps and as a review as time passes. Particularly important is the reading of the steps together, as many students may have difficulty decoding specific words.

Adequate space used for demonstration and practice is needed to be successful. Being seated in a circle aids attention and participation by all students. Also important is access to a larger area for practice of skills and demonstration for the group. Quick access to props that

can be used in the role-playing is also recommended.

Positive feedback is very necessary for success in developing social skills. Often, improper behavior is rewarded and improper social skills developed. Praise for efforts made will yield high rewards.

Will the learned skills be retained? I support the idea that social skills training should be extended to a semester or more. Since these students were given limited exposure to skills, prompting was still needed on specific steps. They could have benefited from more exposure to a variety of situations and skills along with additional doses of positive feedback.

A lot of work is currently being undertaken in the study of social skills. Additional studies involving length of individual sessions, length of programs, and follow-up studies are needed. Length of exposure and teaching methods to use are especially important areas to explore, with length of exposure appearing to be the major unknown factor in regards to retention.

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Appendix A

Assessing Social Skills

Rating	Interaction Initiative Skills	Lesson Code	Page
_____	Asking Peers for Help	I-II-2	161

Rating	Interaction Response Skills	Lesson Code	Page
_____	Listening When a Peer Speaks	I-IR-1	167
_____	Participating in a Group Activity	I-IR-2	170
_____	Helping Peers When Asked	I-IR-3	173
_____	Accepting Ideas Which are Different From Own	I-IR-4	176
_____	Meeting With Adults	I-IR-5	179

Rating Scale

3. A rating of 3 indicates that the child possesses the skill, performs it with sufficient frequency, and has no need for treatment.

2. A rating of 2 indicates a performance deficit where the child possesses the skill, but does not perform it with sufficient frequency. The most appropriate treatment is one which increases the frequency of the behavior. Treatment will ordinarily consist of some type of manipulated consequences.

1. A rating of 1 indicates that the child performs the skill, but performs it inadequately. This rating calls for a second level check against the task analysis for the skill. Direct instruction of the skill may be the most appropriate treatment.

0. A rating of 0 indicates that the child does not possess the skill. Direct instruction of the skill is the most appropriate treatment.

Appendix B

SOCIAL SKILLS LESSON-- INTERMEDIATE

Asking Peers for Help

Objective: Students will be able to ask peers for help

This skill will be performed adequately when the pupil:

1. tries to accomplish task by self.

2. decides that help is needed.

3. considers the most appropriate source of help
   (peer, teacher, parent, other).

4. rules out going to an adult for help.

5. checks to see if peer is busy.

6. goes to peer.

7. tells peer that he/she is having troubles or needs
   assistance.

8. politely asks peer for help.

9. says "thank you" after help is provided.

Materials: Skill monitoring cards, chalkboard, feedback
           cards.

Procedures:

Step #1. Establishing the Need

a. Read the following brief story to the children:

Jim's Problem

Mr. Reese's fifth grade class was in the middle of
their math lesson when Jim, a member of the class
started banging on his desk and yelling, "I can't
do it, I can't do it." Of course, that made everyone

take notice. Then all of the kids in class started
talking and one boy started to tease Jim.

Well, as you can imagine, Mr. Reese was becoming
angry with all of the noise and Jim was not only
frustrated, he was angry for being teased.

Jim pounded his desk one more time, yelled at
Bobby for teasing him, and slammed his math book shut.

Mr. Reese had almost no choice but to punish
Jim for making all that noise. Jim was told he would
have to stay after school for 30 minutes. Since Mr.
Reese was angry with the class, everyone had to stay
in for recess that day.

b. Ask pupils what Jim might have done instead of pounding
his desk and yelling, "I can't do it." Elicit that he
could ask someone for help. Further, elicit that he
could have asked a peer for help.

c. Ask pupils to identify examples of when they might need
to ask someone for help. Elicit examples for times in
special and regular classes.

Step #2. Identifying the Skill Components

a. Tell pupils that there are some good ways to ask for
help and that you will put them on the board. List and
discuss the following steps:

  1) Try to solve the problem yourself. (Discuss the
     fact that people don't like to help unless the
     pupil tries first).

2) Decide if you need help and who can help.

3) Check to see if the person is busy.

4) Go to the person, and tell the person you are having trouble.

5) Ask for help politely, and

6) Say thank you when help is given.

b. As the skill steps are introduced, it may be helpful to chain them through oral read-along procedure. This means read step 1 and 2, then 1, 2, and 3, then 1, 2, 3, and 4, etc.

Step #3. Model the Skill

a. Create a classroom type of example and model the skill of asking a peer for help. Use the think aloud procedure to narrate each of the skill components.

b. Have pupils recall the skill components they observed. Then model the skill without narrating the steps. Again, ask pupils to identify the skill components they observed.

Step #4. Role Play the Skill

a. Have each pupil role play a situation of his or her own choosing where they would need to ask for some help. Encourage pupils to use both in-class and out-of-class examples.

b. Provide feedback to the pupils and ask other pupils to provide feedback. To elicit feedback from some pupils, it may be helpful to develop feedback cards where the child holding that card is responsible for providing

feedback.

Step #5. Practice

a. This is a skill which can be practiced during the course
   of the week following introduction of the lesson. Remind
   students that they may need to ask someone for help and
   review the steps with the children each day.

b. Set up challenge situations where pupils are given tasks
   where the help from another individual would be
   necessary. This might be a simple task such as moving
   a desk or carrying books to another classroom. Be sure
   to praise pupils for following correct procedures. Some
   pupils will need prompting with statements such as, "You
   might want to find a helper."

c. At a review session, have the skill modeled by one or
   two pupils.

Step #6. Generalization

a. Inform other staff members that the class is working on
   how to ask for help. Request that they prompt this
   behavior when needed.

b. Send notes home to parents describing the social skill
   of asking for help. Request parents to ask their
   children how the skill is performed.

c. Ask children to report on their use of the skill outside
   the classroom. Some pupils may benefit from use of skill
   monitoring cards.

SOCIAL SKILLS LESSON--INTERMEDIATE

Listening When a Peer Speaks

Objective: The pupils will listen when peers speak in

class and in play situations.

This skill will adequately be performed when the pupil:

1. establishes eye contact initially.

2. looks at the speaker.

3. occasionally regains eye contact.

4. provides gestural or verbal feedback to speaker.

5. comments on what speaker has said when appropriate.

Materials: posterboard and chalkboard.

Procedures:

Step #1. Establishing the Need

a. Read the following story or begin a discussion on why it

is important to listen.

Please Listen, Larry

Larry was one of the worst day dreamers you could
ever meet. When someone was talking about going out
for pizza, Larry was thinking about baseball. When his
friends told Larry to do something, he always did it
wrong because he never seemed to listen. His parents,
teacher, and friends were always saying, "Please
listen, Larry." Sometimes he did and sometimes he
didn't.

One day Larry and his friend, Jim, were walking
down the street near some stores. Jim saw that a man

was on a ladder painting one of the store signs. Jim
started talking about the man on the ladder and warned
that they shouldn't get too close. Well, Larry never
listened to what Jim had to say. Because he did not
listen to Jim's warning, he bumped into the ladder and
the man spilled a whole can of red paint all over
Larry.

You might think that Larry would have learned to
listen after the paint accident, but he hasn't. People
are still saying, "Please listen, Larry."

b. Ask students why it is important to listen. Elicit that
it is necessary to learn what others are saying and it
is impolite not to listen.

c. Ask the pupils to think of a way they might teach Larry
to listen. Elicit that Larry should look at the person
and be able to repeat what was said.

d. Have pupils identify some consequences for both
listening and not listening.

Step #2. Identifying the Skill Components

a. Elicit from the class or provide the following sequence
of skill components. (Write on posterboard or chalkboard)

1) Look the other person in the eye.

2) Keep looking at the person talking.

3) Look the person in the eye some more.

4) Nod your head or say something to let them know
you understand.

5) Say something about what the other person has said.

b. Ask individual pupils to re-state as many of the rules as possible.

c. Have the class read the rules in unison at least two times.

Step #3. Model the Skill

a. Ask one of the better speakers in class to tell about something they had seen on TV or an experience they recently had. Model the skill.

b. Ask pupils questions after the modeling to see if they could tell you followed all the skill steps.

c. With a second pupil, repeat a and b.

Step #4. Role Play the Skill

a. Review the listening steps through unison reading one time.

b. With you or another pupil, have each of the pupils role play listening to a peer. Give feedback responsibilities to individual students.

c. Have the students provide feedback on each performance.

d. Prompt pupils to correct performance, provide feedback, and give praise.

Step #5. Practice

a. Challenge individual pupils to perform the skill.

b. Give feedback and praise when the skill is observed occuring spontaneously.

c. Have the skill modeled by pupils during a skill review

session.

d. Review the listening skill components each day of the week the lesson is introduced.

Step #6. Generalization

a. Give pupils playground assignments. Hand out feedback cards that can be given to peers in the class they notice being good listeners. These might be smiley faces or a card with an ear pictured.

b. Share the skill component list with the playground and lunchroom monitors. Ask that they occasionally provide handicapped pupils with feedback on their listening behavior.

c. Ask pupils to self-report on how they performed the listening skills.

d. Make out dittoed notes to parents describing the listening skill components. Request that they occasionally praise their children for following the listening skill steps.

SOCIAL SKILLS LESSON--INTERMEDIATE

Participating in a Group Activity

Objective: Pupils will help carryover a group activity.

This skill will be performed adequately when the pupil:

1. identifies the purpose or intent of the group activity.

2. chooses a role to play in the activity (i.e. leader, follower, helper)

3. volunteers or accepts a component of the groups activity as a personal responsibility.

4. carries out responsibility.

5. assists others when there is a need.

6. refrains from arguing about specific tasks.

7. remains present and engaged in activity until the group activity is completed.

Materials: chalkboard, poster paper

Precedures:

Step #1. Establishing the Need

a. Read the following story to the class:

Tiffany and Tanya are twins. They both look alike and everyone in school thought they were very cute when they moved in during the middle of the school year. They were placed in Miss Waddel's fourth grade class where they both fit in pretty well. Most of the time, the other children had a hard time telling the two apart.

Miss Waddel assigned a project to build a model of their town for social studies class. They had everyone excited because it sounded like a fun activity. It was during this activity that everyone learned to tell the difference between Tiffany and Tanya. When the activity began, everyone chose from a list what part of the model town they would work on. Tommy would make the streets, Jane was going to make a model library, Billy wanted to make the airport and so on. Tanya had no trouble choosing what to do and getting started on making a model post office. Tiffany, on the other hand, didn't choose anything. By the time everyone had chosen what they would do, the only things left to build models for were houses and gas stations. Tiffany didn't want to do any of those. She started an argument with Jane because she wanted to build the library. Miss Waddel stopped the argument and assigned Tiffany the job of making a model house. Everything went well except that Tiffany wouldn't share materials, help anyone else, or pay attention to her part of the job.

In contrast, Tanya worked pleasantly with others, shared materials, helped others, and worked until the whole class was done. It didn't take long before everyone was saying that the difference between Tiffany and Tanya was that Tanya was nice and Tiffany

caused too much trouble.

b. Ask students what good things Tanya did in the group
activity. Ask what they would think of classmates who
behaved like Tiffany. Elicit that they wouldn't like to
work or play with a person like that.

c. Ask pupils what the consequences for being a good or
bad participant might be. Accept any reasonable answers.

Step #2. Identify the Skill Components.

a. Tell pupils that you have some suggestions for them when
they participate in a group activity. List the
following on the chalkboard or poster paper.

    1) Decide what the group needs to get done.

    2) Decide what you will do to help the group.

    3) Do your part of the job.

    4) Help others and don't argue.

    5) Keep working until the group's job is done.

b. Discuss each of the skill components and have the class
read them in unison.

c. Leave the skill components posted for a week.

Step #3. Model the Skill

a. Create a hypothetical group activity which can be
modeled by yourself and two pupils. For example, model
setting up for showing a film where each person performs
part of the task until the activity is completed.

b. Narrate each of the skill components through use of the
think aloud procedure.

c. Discuss the modeled situation and ask the class to
   evaluate the performance of the participating pupils.

Step #5. Practice

a. During the week following introduction of the skill,
   assign at least one group activity daily. (These may be
   small or whole class activities). Prior to beginning the
   activities have the class read the skill components in
   unison. Give feedback on skill performance.

b. Periodically review the skill throughout the year. Have
   small groups model the skill.

Step #6. Generalization

a. Have another teacher take portions of the special
   education class and re-teach the lesson with a mixture
   of handicapped and non-handicapped pupils present.

b. Inform regular class teachers serving handicapped pupils
   of your efforts to teach good participation. Ask other
   teachers to give pupils feedback and praise.

SOCIAL SKILL LESSON--INTERMEDIATE

Helping Peers When Asked

Objective: When asked, pupils will help their peers.

This skill will be adequately performed when the pupil:

1. attends to a peer's request for help.

2. acknowledges the request.

3. decides that giving help is warranted. (i.e. not
   constrained by own burdensome task, by previous
   commitment, by requester's past failure to do own
   work.)

4. responds to the request for help.

5. provides the help.

6. refrains from asking a reward for helping.

Materials: chalkboard or poster paper

Procedures:

Step #1: Establishing the Need

a. Use stories or films to introduce the topic of giving
   assistance to a peer.

b. If no stories or films are available, read the following
   vignette to the class:

Nancy and Jody

One day Mrs. Brees, the art teacher, assigned big
art projects to her class. Everyone had an assignment
to paint a large picture about spring on huge pieces
of poster paper. In order to paint the picture, the
paper had to be laid on the floor. There wasn't enough

room on the floor for everyone to work at one time, so the best thing for class members to do was to help each other to both paint the picture and hang it in the school hallway.

This worked very well for Jody. A friend of her's asked her to help paint and hang the picture. When asked, Jody joined right in and helped in the painting, hanging, and clean up. Her friend helped Jody. Since Jody and her friend had some practice on the first picture, Jody's picture turned out to be the best in the class.

Nancy was the best artist in Mrs. Brees' class, but she wasn't the best helper. Several classmates asked Nancy to help, but she wouldn't because she knew she could paint the best picture all by herself. She just did nothing while several class members worked on their pictures. When there was finally space on the floor, Nancy started on her picture. When she realized that time was short, she began asking others to help, but no one would. Nancy's picture never got done and instead of being displayed in the school hall, Mrs. Brees just had to throw Nancy's half finished picture into the trash.

c. Ask pupils why it is important to help friends. Elicit that we all need help occasionally and help has to be given to be received.

d. Ask pupils to identify times when help probably should not be given. Elicit responses such as: during tests, when the person is trying to get out of work, or when the child is directed to stay on his or her own task.

Step #2. Identify the Skill Components

a. Tell pupils that they can do some things to be a good helper. List the following on the chalkboard or poster paper:

    1) Listen when someone asks for help.

    2) Decide whether or not to give help.

    3) Tell the person you will help.

    4) Help the person.

    5) Don't ask for a favor in return unless you need it.

b. Have pupils read the list aloud. Repeat at least two times.

Step #3. Model the Skill

a. Create a simulation situation where the skill of helping a peer can be modeled. Model the skill and narrate the skill components using the think aloud procedure.

b. Create a second simulated situation and repeat the skill without the narrative. Ask pupils to identify the skill components observed.

Step #4. Role Play the Skill

a. Have pupils pair up for role playing. Each pair should model a helping situation of their own choosing and then switch roles. Pupils should carry out the think

aloud procedures while role playing.

b. Provide feedback to pupils on their role playing.

c. Ask pupils to evaluate their own performance.

Step #5. Practice

a. During the week of the lesson, contrive some helping situations. For example, have a pupil ask another pupil for help with a school work task. Reinforce students for their good helping behavior.

b. Have one or two pairs of pupils model the skill during a review session.

Step #6. Generalization

a. Have pupils report on how they may have helped a peer at something outside the classroom. Praise pupils for helping.

b. Inform regular class teachers that the handicapped pupils they serve have been instructed in helping behavior. Ask that they occasionally reinforce the behavior.

c. Verbally, give pupils assignments to help someone on the playground or during lunch. These experiences can be contrived by arranging with some nonhandicapped pupils to ask the handicapped to help on some activity.

SOCIAL SKILLS LESSON--INTERMEDIATE

Accepting Ideas Which are Different From Own

Objective: Pupils will listen to the ideas of peers and make appropriate accommodations.

This skill will be performed adequately when the pupil:

1. listens to ideas posed by a peer.

2. consider idea by weighing advantages and disadvantages.

3. decides if idea is worthy.

4. accommodates a worthy idea in peer-associated activity.

Materials: chalkboard, telephone groups.

Procedures:

Step #1. Establishing the Need

a. Tell pupils that you will be reading them a story. Read the following:

One day Bill, Carl, and Jim got together after school at Bill's house. They were trying to decide what to do that afternoon.

Jim said, "I want to play soccer." "It's too cold," said Carl. "Besides, we don't have enough people," Bill said. "I think Carl is right, it is too cold. Why don't we play Space Invaders on our video game set?" "No," said Jim loudly, "I want to play soccer." "We don't want to play soccer," said Carl, "it's too cold." "I don't care," said Jim. "If you

won't play soccer, I am going home." "I guess you
can go home then," said Bill.

b. Ask pupils how they think Jim will be treated the next
time the boys get together. Elicit from pupils that he
won't even get invited, the other boys won't like him,
and he will lose his friends.

Step #2. Identifying the Skill Components

a. Tell pupils that it is important to consider someone
else's idea when they wish to keep friends. Ask them
what a person should do to consider someone else's
ideas.

b. Elicit steps for considering ideas of others and list
on the chalkboard.

    1) listen to the other person's idea.

    2) think about what is good and bad about the idea.

    3) decide if you think the idea is good.

    4) change what you do to use the idea.

Step #3. Model the Skill

a. Solicit the help of one of the pupils and ask him/her
to state a prepared line when given a hand signal.

b. Set the stage by saying that you and pupil X are friends.
It is Saturday morning and you are talking on the phone
trying to decide what to do. The following script may
be followed or an extemporaneously devised situation
may be played out.

    Teacher playing role: "Hello, _____. This is___.

Are you watching cartoons this morning?"

Pupil: "Yes."

Teacher playing role: "I am too. I don't get to watch TV in the afternoon because my dad has to watch his old basketball. How would you like to play at the park?"

Pupil: (Give hand signal.) "No, it's too wet, how about we go roller skating?"

Teacher playing role: "That's not a bad idea. If we went to the park, we'd probably get all wet and muddy. At least the sidewalks are dry. I'll skate over to your house right after lunch. Bye."

Pupil: "Bye."

c. Hold discussion and review how each of the steps on the chalkboard were followed.

Step #4. Role Play

a. Ask pupils to provide a list of different activities that they like. Write their suggestions on the board. Tell students they can use activities listed on the board when they role play.

b. Prior to role playing, have pupils repeat the skill procedures listed on the board.

c. Have pupils role play a situation where one pupil suggests a joint activity and the second pupil suggests an alternative activity. The first student is to consider the alternative and verbalize the advantages and

disadvantages of the other person's suggestion.

d. Provide feedback and have pupils evaluate their own
performance.

Step #5. Practice

a. At a later date, repeat role playing activity. Conduct
role playing sessions in different environments.

b. Assign homework. Direct students to practice at home
with the help of their parents or a sibling.

Step #6. Generalization

a. Have pupils report on how they use skill.

b. Reinforce pupils when they can state how they used the
skill in situations outside the classroom.

c. Have students play the skill with each other over the
telephone. Send notes home with students describing the
assignment.

SOCIAL SKILLS LESSON--INTERMEDIATE

Meeting Adults

Objective: Pupils will display proper manners when introduced to adults.

This skill will be performed adequately when the pupil:

1. stands within two to four paces of the adult to whom she or he is being introduced.

2. makes eye contact with the adult.

3. initiates a greeting statement such as "How do you do, Mr. _____?" or responds to adult-initiated greeting.

4. responds to adult-initiated greeting with an acknowledgement such as "I'm fine", "Pleased to meet you, Mrs. _____", etc.

5. takes adult's hand for handshake if offered.

6. holds adult's hand firmly during a handshake.

7. when shaking a lady's hand refrains from excessive squeezing.

8. smiles during the introduction.

Materials: chalkboard or posterboard.

Procedures:

Step #1. Establishing the Need

a. Ask pupils if they have ever been introduced to an adult and if they weren't sure of what to do or say. Elicit that they were not sure.

b. Read the following story about youngsters who had

different experiences greeting some adults.

Raul and Jamie were both very good workers so they decided to team up to earn some extra money. They thought they could go from house to house and find jobs raking lawns. They decided to start on their own street first. Raul started down the left side of the street and Jamie started down the right. Neither boy had any trouble talking to the adults who came to the door because they knew all their neighbors. Both boys had similar experiences as they went around to the houses.

While at Mr. Johnston's house, Raul was introduced to another man who Mr. Johnston said might want his lawn raked. As they were introduced, Raul stood way back, failed to look at the man, and didn't speak very loud to the man. After meetin Raul, the man said that he didn't think that he would need any help to get his lawn raked.

While Raul was unsuccessful in finding jobs, Jamie was very successful. Jamie stopped by Mr. Flores' house where he was introduced to Mr. Ary. When introduced, Jamie stepped right up, looked Mr. Ary right in the eye, and said, "How do you do, Sir?" Mr. Ary answered, "I'm fine," and offered to shake Jamie's hand.

Jamie took Mr. Ary's hand firmly and shook hands.

Mr. Ary liked Jamie's firm handshake and smile. He offered Jamie two jobs. One was to rake his lawn and the other to clean his garage. By the time the day was over, Jamie had earned $12 and Raul had earned none.

c. Ask pupils to identify what Jamie had done right when meeting an adult and what Raul had done wrong.

d. Ask pupils what good things might happen to them if they learned to meet adults successfully. Elicit that they will be treated better, may get jobs, and will be better liked.

Step #2. Identify the Skill Components

a. Suggest that you have some helpful hints on how to meet adults. List the following on the chalkboard or posterboard.

   1) Look the person in the eye and smile.
   2) Say "How do you do?" or answer "I am fine. Thank you."
   3) If offered, shake hands firmly.
   4) Squeeze the hand, but not too hard.

b. Rehearse the steps through unison reading of the steps.

c. Discuss alternatives to saying, "How do you do?" and answering similar greetings with, "I am fine."

Step #3 Model the Skill

a. Prior to modeling the entire skill, teach pupils to shake hands firmly. Have each pupil shake your hand and

then prompt them to correct performance of this skill step.

b. Model the whole skill using the think aloud procedure to narrate the skill components.

Step #4. Role Play the Skill

a. Have pupils role play greeting you, including a handshake.

b. Assign feedback responsibilities each time the skill is role played.

c. Provide pupils with feedback and have them evaluate their own performance.

Step #5. Practice

a. On a day subsequent to the initial lesson, have pupils practice the skill with another staff member (preferably the opposite sex from the teacher). Have the staff person give feedback and praise.

b. Challenge students one by one during the course of the week when the skill is emphasized. The teacher might use a fictitious name to practice the skill in good humor. Provide feedback and praise.

c. Review the skill components and have the skill modeled at a skill review session.

Step #6. Generalization

a. Ask the assistance of a person in the community (e.g. clergyman) or a parent to help practice the skill outside the classroom. (This may be some other part of

the school building.)

b. When using the skill outside the classroom, have it practiced in different sized groups.

c. Send notes home to parents asking that they encourage their children to practice greeting adults. Include the four skill components in the notes.