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To Jack Harrison Winn

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Introduction

Strong evidence exists that without adequate intervention, children with poor social skills and behavior problems will persist in these behaviors into adolescence and adulthood (Walker, Ramsey, & Gresham, 2004; Caselman & Self, 2008; Whitted, 2011). Such children may have negative relationships with their peers and experience school failure, loneliness, and anxiety. In other words, “poor social skills” is not a developmental phase that young children experience. Instead, to change the course of these children’s lives, systematic and proven interventions must take place (Cartledge & Lo, 2006; Walker, Ramsey, & Gresham, 2004).

Skillstreaming in Early Childhood: A Guide for Teaching Prosocial Skills (McGinnis, 2012) describes a comprehensive, evidence-based approach to teaching social skills to children. Anyone planning to develop a Skillstreaming program will want to acquire a thorough knowledge of the procedures in this program text. However, this group leader’s guide and the accompanying student workbook can help jump-start the process by outlining step-by-step procedures group leaders can use to introduce the Skillstreaming approach to children.

Specifically, the guide and workbook outline use of the four key steps in Skillstreaming instruction: modeling, role-playing, feedback, and generalization. The guide helps both leader and group members through the process of learning their very first skill, Listening. In addition, it structures teaching and learning of important concepts such as providing feedback, choice making, consequences, and thinking aloud to enhance the effectiveness of Skillstreaming.

Group leaders working with this younger age group will especially appreciate the hands-on quality of the workbook. Directions for student paper-and-pencil, role-play, and discussion activities are provided, as are lively illustrations to enhance children’s attention and motivation. Supplementary activities are located in the section titled “More Practice and Good Ideas” in the student workbook; guidelines for using them are provided in this guide.

The workbook is also an excellent tool for involving parents in the Skillstreaming process. A brief introduction to the program written expressly for parents is included, and group leaders can easily communicate what children are learning and how by sending the workbook home once it is completed, as well at other times if desired. When parents know more about the program, they are more willing and able to support their children's skill practice outside the training setting.

To conduct the activities, you'll need a whiteboard or easel pad, crayons or markers for the children, and small stickers (stars, smiley faces, or other). Before using the workbooks, it is also helpful prepare the following items, included in the appendix:

- Steps in Skillstreaming Poster
- Listening Skill Poster
- Listening Skill Cards (optional)
- Role-Play Tags

Although group leaders will likely find that the guide and workbook simplify their instructional efforts, successful completion of the workbook is just the beginning of Skillstreaming teaching and learning. The skill presented in the workbook, Listening, is just one of many in the *Skillstreaming in Early Childhood* text (a full list of skills appears in the appendix). The process described here here is only an outline of what is possible in Skillstreaming—your imagination is the limit.

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Understanding Skillstreaming

Welcome to Skillstreaming

1. Discuss with the children types of social skills (or people skills) everyone needs to learn, such as sharing, asking a friend to play, and other specific challenges you have observed in your group. Examples of scenarios to prompt this discussion include the following:
 - When someone you know really well says hi to you in the grocery store, what could you say back? This is a people skill. (Greeting Others)
 - When you are in line to go to recess, should you push the person in front of you because you are anxious to go outside? Why not? How would the person feel who is being pushed? What could you do instead? This is a people skill. (Waiting Your Turn)
 - (*Hold up a blue marker.*) When we are in our table groups, suppose I ask you to use a blue marker. But there is only one blue marker, and someone else is using it. What could you do? Should you grab it away from the person? What would be something a friend would do? (Sharing, Asking a Favor)
2. Share a brief description of a people skill you as a teacher, parent, or friend need to use in your real life. Explain that people skills are those that both students and adults need to use every day.
3. Have children turn open their workbooks and look at **pages 3 through 8** while you describe the different types of skills they will learn. Allow children to choose a picture of a kind of skill they would like to learn and then color the related picture. (You may give them the chance to color the other pictures at a later time, as time permits.)

LeRoy Can Choose

1. Explain that we make lots of choices every day. Sometimes making a good choice is very hard.
2. Ask the children what choices they make every day (for example, what to wear, what to eat for breakfast or snack, what book to look at, what computer game to play). List these on the board. After the group has generated a list, discuss what choices might be good ones, elaborating on each choice (for instance, when it's very cold outside, would it be a positive choice to wear shorts and a T-shirt to school? During quiet time, choosing a favorite book? Eating chocolate cake for breakfast?) Ask the children why the choice would be a good one and why not. Explain that they have choices related to people skills also.
3. Have the students form small groups or pairs and then ask them open their workbooks to **page 9** and talk about what is happening in each picture. Next ask them to decide as a group which choices are good or positive ones and color the positive choices, as appropriate.
4. As a large group, discuss what pictures the students selected and why. Allow students to color the positive choices in order to encourage LeRoy to make positive choices.

A People Problem

1. Explain to students that, just like LeRoy, sometimes we don't know how to handle a problem with someone else, like a parent, teacher, or a friend. Share a problem with another person that you, as the group leader, have had. Ask one or two students to share a people problem they have either had themselves or seen others having.
2. Ask students to draw, on **page 10** in their workbooks, a picture of themselves having a people problem with someone else. Then ask them to draw what happened because of the problem. Next ask students to decide whether they liked what happened by coloring the happy face (I liked what happened), straight face (I didn't feel much about it), or sad face (I didn't like what happened).
3. As appropriate for the group, ask for volunteers to talk about their pictures, what happened, and how they felt about the outcomes.

Related Activity

Read stories such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst, or *Give That Back, Jack!* by Phi Roxbee Cox, discussing the people problems the main character experienced, what he did about the problem, and how he might have felt about what happened.

Steps in Skillstreaming

1. Discuss with students the idea that we can learn to make good choices when dealing with people problems and that learning people skills helps us do that. Direct students' attention to the Steps in Skillstreaming poster and explain that there are four steps in learning a skill.
 - First, someone shows you what to do (“Watch”).
 - Then you try it (“Try it”).
 - Someone tells you how well you did or what you can do even better (“Listen”).
 - Then you practice (“Practice”).
2. Have the students turn to **page 11** in their workbooks, look at the icons, and repeat the four steps aloud.
3. Discuss things students have learned or would like to learn by watching, trying, listening, and practicing (for example, baking cookies, playing a computer game, counting, and reading). List these on the board.
4. Ask students to draw something in their workbooks that they learned by using these four steps, then discuss.

A People Skill: Listening

1. Discuss that listening is an important people skill. Ask, “Do you ever get in trouble at school or home for not listening?” Explain that sometimes you may think someone isn't listening, even though he or she really is.
2. Direct the group's attention to the Listening poster and discuss the skill steps, one by one.

Listening



1. Look.

Look at the person who is talking. Let's all try this.



2. Stay still.

Keep hands and feet still and stop talking.



3. Think.

Be sure to try to understand what is being said.

Teacher Tip

Whenever you teach a skill, display a skill poster or provide a skill card. (Poster and cards are provided in the appendix for the Listening skill.) Use of skill cards is optional. If the skill cards distract the students from watching the role-play, have students keep their cards in a special place (for example, on their desk or on the floor in front of them).

3. Explain that now it is time for you to show the group how all of these steps work together. Model the steps for the students, enlisting the aid of another adult (co-leader, principal, other teacher) to talk about a simple subject while you listen. Explain that their job is to watch and listen.
4. Act out the skill steps, thinking aloud what you would normally think to yourself.
 - Look: "I need to look at the person who is talking."
 - Stay still: "I need to show the person I am listening by staying still, keeping my hands and feet still, and not talking with someone else."
 - Think: Pause while the other person is speaking, then think aloud, "I'm thinking about what the person is saying."
5. After you model the skill, ask students:
 - Did you see me follow Step 1? Did I look at the person?
 - Did you see me follow Step 2? Did I stay still?
 - Did you see me follow Step 3? Did I think?
6. Ask the children how they know you did the steps (they saw and heard you). Explain that sometimes when doing a skill it helps to think aloud instead of just thinking things silently to yourself. When they are practicing skills, they will think aloud, too.

7. Congratulate the students on watching and listening. Ask them to color the pictures on **page 12** of their workbooks associated with the skill steps and “Watch” and “Listen” if they watched and listened while you modeled the skill.

Related Activities

1. Read a book such as *Why Should I Listen*, by Claire Llewellyn, or *Strega Nona*, by Tomie DePaola, and discuss the problems that can happen when failing to listen.
2. Complete the Thinking Aloud activity on pages 11–12 of this guide.

Helpful Feedback

1. Let the group know that you will model the Listening skill again, and once again their job is to watch and listen. Afterward, you will be asking them to give you feedback. Feedback, or Talking About It, means telling you how well you did on the skill so you can get better at doing it.
2. Explain that not all feedback will help a person get better at a skill. Read the examples on **page 13** of the workbook together, then have the children circle the smiling face if they think the feedback is helpful and the frowning face if they think it is not. Discuss.
3. Model the skill again, but this time do it imperfectly (for example, shuffle your feet or skip a step). Ask the children to give you helpful feedback so you can get better at performing the skill. Point out what is helpful and not helpful.
4. Model the skill once more, this time following all the steps correctly, and have the children provide feedback.

Teacher Tip

It may take some practice for children to understand that they can make comments that are critical of skill performance in a positive and specific way. Whenever possible, rephrase comments like “You looked at your feet when talking” as “You could have looked at his face when talking” or “You didn’t look friendly” to “You could smile” or “You didn’t do all the steps” to “I couldn’t tell if you did Step 2,” for example. Such comments will help the entire group know specifically what positive behaviors are needed.

Times When It's Hard

1. Ask the students for specific situations in which it is hard for them to listen, then discuss. Keep a list of names and situations for future modeling and role-playing of this skill. Asking the students to identify a situation will help students recall the situation when it's time for them to role-play.
2. Encourage students to draw a picture on **page 14** in their workbooks of a time when it's hard to listen. Ask volunteers to tell about their pictures.

You Try It!

1. Explain that everyone will now get a turn to try out the Listening skill by role-playing a time when it is hard to listen. Role-playing means acting out a situation, or pretending it is really happening. When you are role-playing, you have a certain part to play. Have students turn to **page 15** in their workbooks and look at the drawings.
2. Show the group the different role-play tags (see the appendix, page 20) and explain that these are the parts you can take in a role-play:
 - Main Actor: Acts out the skill steps and thinks out loud.
 - Helper: Helps the main actor by playing another part.
 - Watcher: Watches and listens to see how the main actor acts out the steps, then gives helpful feedback.
3. Choose a child to be the main actor in the first role-play and have that child choose a helper. Give the children main actor and helper tags, as appropriate.

Teacher Tip

It is a good idea to prepare and coach the two students in advance of this activity. Ask the helper to plan something to talk about in the role-play (for example, a sport or hobby or a family activity).

4. Give all the other students a watcher tag and let them know that they will need to watch and listen very carefully to be able to give helpful feedback to the main actor when the role-play is over.
5. If you wish, assign steps to watch for to the observers. For example, ask one group of students to watch for Step 1: "Watch and see if

_____ looks at the person.” Ask another group of students to watch for Step 2: “Watch and see if _____ stays still and quiet to show he or she is listening.” And ask a third group of students to watch for Step 3: “Does _____ seem to be thinking about what the helper has said?”

6. Invite the main actor and helper to come to the front of the group and have the helper begin talking. Coach the main actor in following the Listening skill steps, providing assistance as needed. Instruct the student to think aloud while enacting the steps.
7. When the role-play is complete, thank the main actor and helper.

Talk About It (Give Feedback)

1. Remind the group that giving feedback means talking about the role-play to let the main actor know how he or she did. Have students turn to **page 16** in their workbooks and explain that giving feedback (or talking about the skill) will happen in the following way:
 - First, the helper talks.
 - Then the watchers talk about the steps that were followed, how well the main actor acted out the steps, and what, if anything, the main actor could have done better.
 - Next the teacher gives feedback to the main actor.
 - Finally, it's the main actor's turn to talk.
2. Guide the group in providing helpful feedback.

Helper

Ask the helper how he or she felt when the main actor performed the skill (for example, “Did _____ seem to be listening to you? How did you know?” Questions such as “What did he say?” and “What did she do?” are also appropriate.

Watchers

Ask the watchers if the main actor followed each step, accepting comments from individual volunteers. Also ask what the main actor did to act out the step, what he or she did well, and what if anything the main actor could do differently. Ask the watchers if the main actor thought aloud while doing the steps. Then ask what the helper did. How did this help the main actor?

Group Leader

Find things the main actor did well (for instance, staying still) and what could be done better (for example, look more often at the person who was talking). Overall, your feedback should be positive. Be sure to comment about the main actor's thinking aloud (for example, "We knew you were following the steps because you talked yourself through the steps" or "We knew you were thinking about it because you talked about it.")

Finally, say something positive to the helper (for example, "Thanks for helping," "You did a great job being the helper and telling your story," or "You made it easier for _____ to do the skill").

Main Actor

Encourage the main actor to talk about his or her skill performance. Ask, "How did it feel to you to use the skill?" and "What did the helper do or say that helped you?"

3. Provide students with small stickers of stars, smiley faces, or the like and have them place the stickers below or beside the role they played: helper, watcher, or main actor. Provide assistance as needed.
4. At this point, give each child an opportunity to be the main actor. Students can look back to **page 14** of their workbooks to remind themselves of a listening problem situation, or they may act out another situation. Each time, follow the procedure described for role-playing and feedback. Give students additional stickers to put in their workbooks according to the roles they played. If any group members are unsuccessful practicing the skill as main actor, arrange to coach them individually through a successful role-play later on.

Related Activities

1. Complete the Body Talk activity (see page 12 in this guide).
2. To celebrate group participation and the students' work on learning the skill of Listening, play a simple game of Simon Says with the group.
3. Allow student to color the pictures of each role shown on **page 15** in their workbooks.

Are You Done Yet?

1. Refer the group to the Steps in Skillstreaming poster and review the steps that they have done so far: watch, try it, and listen (to feedback).
2. Explain that students are not done until they practice: It is important to practice any new learning whether it's learning to ride a bike, tie your shoes, or using a people skill. The more someone practices, the better the person will be at using the skill.
3. Have students color the illustration and steps in Skillstreaming icons on **page 17** of their workbooks.

Homework Report: Listening

1. Tell the students that after they successfully role-play a skill as a main actor, they will practice the skill outside of the group. This will be their “homework assignment.”
2. Talk and guide students through completing the Homework Report on **page 18** of their workbooks: Have them look at the skill steps and pictures, then draw or write the name of the person with whom they will try the skill and when.

Teacher Tip

The *Skillstreaming in Early Childhood* program book includes homework reports for all 40 skills, with skill steps and illustrations already filled in.

3. Let students know that after they try out their homework plan, they will color or circle the face that shows how well they did the skill: the smiling face if they followed all the steps and did a good job using the skill; the neutral face if they didn't use one step, for example; and the frowning face if they didn't try the skill at all.
4. Make plans to follow up with the children to discuss how their homework went.

Related Activity

After students have had a chance to practice the skill, gather together in a circle. Explain that you'll toss a small beach ball (or beanbag) to a student, who will then tell about his or her Listening homework (when and with whom the student tried the skill and what happened).

Following the explanation, have the group applaud the student for trying the skill. That student will then toss the ball to a student who hasn't had a turn, who will explain his or her completed homework. Continue until all have caught the ball, described their homework, and received applause! (Note: If some students have not completed their homework, they may say "pass" and pass the ball to another.)

You Can Keep Track

1. Explain to students that once they have learned the skill well (practiced the skill with the group, received feedback from others, and planned and followed up on their homework), they will need to keep track of the times they use the skill in their real lives. Tell them that doing so will help them continue to practice the skill.
2. Have the children turn to **page 19** in their workbooks and explain that they can color in a spot on the giraffe each time they practice a skill.
3. When you discuss the children's homework, you can have them color in the spots as appropriate.

Help LeRoy Learn a Skill

1. Have students help LeRoy through the maze on **page 20** and, in the process, review the four steps in learning a skill: watch, try it, listen (to feedback), and practice.
2. Encourage students to show their parents their completed mazes and talk about their experiences learning Skillstreaming.

More Practice and Good Ideas

The following activities are designed to improve young children's skill use. You can use them with the main content of the student workbook as you guide the group in learning the Skillstreaming procedure, or you may employ them to supplement the teaching of other skills from the Skillstreaming program book, as noted.

What Happens Next?

Many of the Skillstreaming skills include choices for students to make. Thinking of the consequences of one's actions should be reinforced throughout Skillstreaming instruction. For example, when students are planning their homework assignments, the group leader may ask questions such as "What do you think is likely to happen if you use the skill at this time with this person?"

1. Explain to students that positive or negative things will happen because of how we act. Direct students to look on **page 23** of their workbooks. Looking at the first picture (a child saying, "Let's all play"), discuss what will likely happen. Instruct students to write the word *fun* or draw a picture (for instance, a happy face) to illustrate what will likely happen next.
2. Continue with the next two situations as a large group.
3. Have students complete the situations on **page 24** independently or in small groups or pairs.

Thinking Aloud

Students should practice thinking aloud when role-playing all of the Skillstreaming skills. Doing so will help students learn to organize their actions according to the skill steps and curb the impulsive to act in a way inconsistent with skill performance. When you provide instruction or directions in other skills, such as academic or readiness skills, it is also

helpful to practice this think aloud strategy (for example, state directions one step at a time and ask students to repeat each direction aloud).

1. Ask students to think back on the modeling displays they watched. Explain:
Do you remember how I talked out loud what I was thinking? Thinking aloud helps us organize our thoughts and also lets others know what we are thinking. It's also helpful to think aloud when we are completing school work or just getting ready for school. For example, when you wake up on a school day, do you sometimes think about what you need to do before you leave for school? Let's look at **page 25** in our workbooks. It's a planning sheet for getting ready for school. First you see a child who is waking up on a school day. I'll read what's in the talking bubble, then you repeat this aloud.
2. Repeat for all the talking bubbles. Then allow the students to color the pictures.

Body Talk

Body language is an important part of Listening (Skill 1) as well as other Skillstreaming skills. In particular, appropriate body language should be a part of instruction in Using Nice Talk (Skill 2), Using Brave Talk (Skill 3), and Reading Others (Skill 14).

1. Explain to students that often the meaning of what is said has a lot to do with their "body talk." This means that a message is sent to a listener by what they don't say as well as what they do.
2. Have students look at **page 26** in their workbooks and tell which child is listening and which one is not.
3. Ask students to think about what you did when you modeled the skill of Listening. How did you sit or stand stand, and how did your face look (facial expression)? If students don't recall, you may prompt with questions like "Was my head down or up?" "Did I turn away?" and "Did my face show anger?" Or you can model the skill again at this time.
4. Show different facial expressions to depict anger, friendliness, or shyness, and ask students which expressions would help show you are listening to a speaker. (Have them give a thumbs-up if the expression shows good listening.)
5. Depict different body postures (slouched, turning away, facing the speaker, hands waving at someone walking by) and ask students to indicate what body talk would be helpful by showing a thumbs-up.

6. Have students lie down on a large piece of paper and trace their bodies. Ask students to then draw a listening face on the body. You could also have students use drawing paper to draw themselves in a listening body with a listening face.

Feelings Words and Faces

Activities that teach students a variety of feelings words and how their body reacts to these feelings are especially important to include when teaching the skills in Group IV, Dealing with Feelings.

1. Discuss the feelings on **page 27** in the workbook. Ask students to act out these feelings. Have the other students guess the feeling and tell what was shown in facial expressions, gestures, and body language.
2. Ask students to match the feelings word with the face pictured.

How Would You Feel?

Reading Others (Skill 14) and Deciding How Someone Feels (Skill 25) are good skills to help students identify individuals who will likely be receptive to skill use and times when it is appropriate to use the skill. Selecting the appropriate person and a good time are particularly important to emphasize when teaching Asking for Help (Skill 6), Asking a Favor (Skill 7), Interrupting (Skill 12), Asking to Talk (Skill 23), and Joining In (Skill 15).

1. To help build empathy, ask students how they think the student in each picture on **page 28** of the workbook might feel.
2. Then ask students how they might feel in each of the situations shown. Point out that the same situation doesn't bring about the same feeling for everyone.

Teacher Tip

A variety of children's books can help children identify feelings. Books about feelings appropriate for this age group include *Feelings to Share*, by Todd and Peggy Snow; *Glad Monster Sad Monster*, by Ed Emberley and Anne Miranda; *I Have Feelings*, by Jana Novotny Hunter; and *Mean Soup*, by Betsy Everitt. You can read the books and prompt discussion of the characters' feelings by asking questions such as "How did the main character show he/she was feeling this way?" and "How do you think you would feel if this happened to you?"

Who and When?

1. Explain that how someone feels may make a difference in how welcoming that person is to someone else using a skill.
2. Discuss the situations on **page 29** of the workbook and, as a group, decide how students think the person in the situation may feel and whether the skill is a good one to use. Also discuss why or why not. What other choice could students make (for example, ask someone else, choose a different time)?
3. Students may then color the pictures.

How My Body Feels

This activity is helpful when teaching Dealing with Fear (Skill 24), Knowing Your Feelings (Skill 21), and Wanting to Be First (Skill 37).

1. Discuss with students the way their bodies feel when they are losing control. Use the picture on **page 30** in the workbook to help guide the discussion.
2. Encourage students to color the picture to show where in their bodies they feel themselves beginning to be upset.

Stop and Think Strategies

Stop and think strategies help children exercise better self-control. Individual strategies are included in the steps to Relaxing (Skill 32). As a general instruction, “Stop and think” is included as a step in many of the Skillstreaming skill alternatives to aggression, including Dealing with Feeling Mad (Skill 28), Accepting Consequences (Skill 31), and Accepting No (Skill 39). Stop and Think strategies may be taught as an isolated skill or taught along with specific skills involving these strategies.

1. Explain that being able to stop and think is important for many of the skills, no matter what feeling is getting out of control. Explain that it is important for most people to learn and practice strategies to help them stop and think.
2. Discuss and practice the self-control strategies on **page 31** of the workbook. Explain that these strategies are a part of many of the skills students will learn in the future.
 - Act like a turtle: Explain that a turtle has a very hard shell to protect it. When a turtle approaches something that could harm it, it pulls in its legs and head so only its shell can be seen. When

we are angry or frustrated, we can pretend we're a turtle and pull our arms, legs, and head in toward our body, covered by our imaginary protective shell.

- Relax (squeeze the oranges): Pretend to place an orange in each child's hands. Explain that they now have a very juicy orange in each of their hands. Their job is to squeeze all the juice out of the oranges (squeeze tight and hold). Have them pretend to do this, then shake the juice off of their hands. Repeat this sequence two or three times. Then discuss with the students how their body felt before and after squeezing the oranges. Explain that this is a good way to calm down.
 - Count to five: Have students practice counting to five slowly.
 - Take three deep breaths: Instruct students to breathe deeply in through their nose and breathe out through their open mouth.
3. Allow students to color the pictures.

Stop and Think I Can Use

1. Ask students to draw, on **page 32** in their workbooks, two situations in which they need to use a self-control (stop and think) strategy. Discuss these situations as a group.
2. Have the children look back at the strategies on **page 31** in their workbooks, then ask them to draw the strategy they would use for each situation.
3. Have students practice the strategy they selected for each situation with a partner.

Related Activities

1. Create Stop and Think tickets by copying a page of stop signs on red paper, then cutting them out. Cue students to use a strategy by handing them one of these tickets.
2. Make a large graph on chart paper. Ask students to let you know when they use a Stop and Think strategy. Allow students who self-report to color in a space on the graph. When all the spaces are colored, have a Stop and Think party!
3. Ask students to think about what strategies would be best to help calm their feelings in each of the body parts shown on **page 30** of their workbooks. Practice suggestions together as a large group.

Comfort Choices

Identifying appropriate comfort choices may be reinforced during instruction in Waiting Your Turn (Skill 16), Feeling Left Out (Skill 22), Accepting No (Skill 39), and Deciding What to Do (Skill 40). When instructing the group in these skills, you can refer students to **page 33** in their workbooks to remind them of their choices.

1. Ask students to circle or color the calming activities they find comforting.
2. Discuss their choices in the large group.

People Skills

1. Ask students what they would like to tell a parent (or someone else) about people skills. Ask them to make a drawing to illustrate this.
2. Then ask students to talk about their pictures in small groups or together as a large group.
3. Encourage the students to share their drawings with the person as planned; follow up by discussing what happened when they did.

Appendix

Steps in Skillstreaming

1. Watch.



2. Try it.



3. Listen.

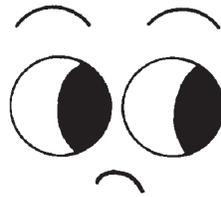


4. Practice



Listening

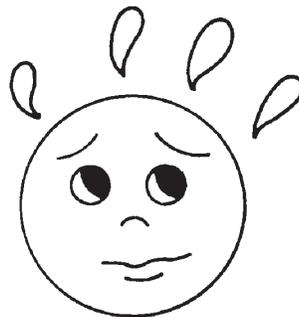
1. Look.



2. Stay still.



3. Think.



Listening Skill Cards

Listening



1. Look.



2. Stay still.



3. Think.

Listening



1. Look.



2. Stay still.



3. Think.

Listening



1. Look.



2. Stay still.



3. Think.

Listening



1. Look.



2. Stay still.



3. Think.

Role-Play Tags

Main Actor

Main Actor

Helper

Helper

Watcher

Watcher

Watcher

Watcher

Watcher

Watcher

Watcher

Watcher

Skillstreaming in Early Childhood Skills

Group I: Beginning Social Skills

1. Listening
2. Using Nice Talk
3. Using Brave Talk
4. Saying Thank You
5. Rewarding Yourself
6. Asking for Help
7. Asking a Favor
8. Ignoring

Group II: School-Related Skills

9. Asking a Question
10. Following Directions
11. Trying When It's Hard
12. Interrupting

Group III: Friendship-Making Skills

13. Greeting Others
14. Reading Others
15. Joining In
16. Waiting Your Turn
17. Sharing
18. Offering Help
19. Asking Someone to Play
20. Playing a Game

Group IV: Dealing with Feelings

21. Knowing Your Feelings
22. Feeling Left Out
23. Asking to Talk
24. Dealing with Fear
25. Deciding How Someone Feels
26. Showing Affection

Group V: Alternatives to Aggression

27. Dealing with Teasing
28. Dealing with Feeling Mad
29. Deciding If It's Fair
30. Solving a Problem
31. Accepting Consequences

Group VI: Dealing with Stress

32. Relaxing
33. Dealing with Mistakes
34. Being Honest
35. Knowing When to Tell
36. Dealing with Losing
37. Wanting to Be First
38. Saying No
39. Accepting No
40. Deciding What to Do

About the Author

Ellen McGinnis earned her PhD from the University of Iowa in 1986. She holds degrees in elementary education, special education, and school administration. She has taught elementary and secondary students in the public schools in Minnesota, Iowa, and Arizona. In addition, she has served as a special education consultant in both public and hospital schools and as assistant professor of special education at the University of Wisconsin–Eau Claire. Dr. McGinnis also served with the Des Moines Public Schools as the principal of the education program at Orchard Place, a residential and day treatment facility for children and adolescents with emotional/behavioral disorders and as Deputy Director and Executive Director of Student and Family Services. The author of numerous articles on identifying and teaching youth with emotional-behavioral disorders, Dr. McGinnis is the author of the third editions of *Skillstreaming in Early Childhood*, *Skillstreaming the Elementary School Child*, and *Skillstreaming the Adolescent*, published by Research Press. Currently, she is a consultant for the Iowa State Department of Education.

