Introduction

The development of social-emotional skills, including learning-specific social skills, has been found to be critical for youth's success in school, as well as in later adulthood (Gresham, et. al., 2018). For this reason, various researchers have called for increased attention to social-emotional learning for primary aged children (Domitrovich, Durlak, Staley, & Weissbert, 2017; Rabiner, Godwin, & Dodge, 2016; Denham, et.al., 2016). Planned and direct instruction in social skills empowers students to get their needs met in desirable ways, helps them learn important social behaviors to deal effectively with increased social demands, in addition to positively impacting their academic learning. For peers and teachers, social skills instruction results in a more positive school climate and more time for teachers to spend on academic instruction instead of discipline, leading to a more rewarding learning and teaching experience.

Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills (McGinnis, 2012) describes a comprehensive, evidence-based approach to teaching social skills to the elementary age student. Anyone planning to develop a Skillstreaming program will want to acquire a thorough knowledge of the procedures in this program text before beginning Skillstreaming instruction.

Many practitioners have asked just how to begin Skillstreaming instruction. To address this need, the leader's guide and workbook were developed as I reflected on my own beginning instruction. Also, because Skillstreaming is comprised of well-researched principles, it is important to implement the instruction as designed. These materials are intended to transfer these principles into easily implemented strategies for teachers, group leaders, and others. This leader's guide and the accompanying student workbook will further assist group leaders in introducing and guiding this learning through step-by-step procedures.

Specifically, the guide and workbook include three separate sections. The sections present discussion points or activities that create important

interactions between the leader and the learners. Section I is designed to guide the learners through the four key parts of Skillstreaming: modeling, role-playing, feedback, and generalization. They do this by learning a single skill, Asking a Favor. Section 2 structures teaching and learning of the important concepts and sub-skills needed in skill performance, such as understanding body language, impulse control, anticipating consequences, and thinking aloud. Sample activities to teach more complex social nuances, such as how to select the skill to use and when and where the learner should use this skill, are provided in Section 3. Teachers and group leaders may then expand this learning by creating other activities depending on the needs of the group of learners.

Group leaders working with this age group will especially appreciate the hands-on quality of the workbook. Directions for student paper-and-pencil work, role-play, and discussion activities are provided, as are activities that can be completed in small groups to enhance students' involvement. 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 in the student workbook. Group leaders can easily communicate what students are learning and how by asking students to take home the workbook periodically if desired. When parents know more about the program, they are more willing and able to support their child's skill practice outside the training setting.

To conduct the activities, you'll need a whiteboard or easel pad. Before using the workbooks, it is also helpful to prepare the following items, included in this guide's Appendix A:

> **Parts to Skillstreaming Poster—** Available on page 28 in Appendix A.
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> **Asking a Favor Skill Poster**—Skillstreaming the Elementary School Child Skill Posters can be found on page 29 of Appendix A, and can also be purchased on the Skillstreaming website at skillstreaming.com.
>
> **Asking a Favor Skill Cards (optional)**—Skillstreaming the Elementary School Child Skill Cards can be found on page 30 of Appendix A and can also be purchased on the Skillstreaming website at skillstreaming.com.

Although group leaders will likely find that the guide and student workbook simplify their instructional efforts, successfully completing Sections 1 and 2 of this guide is just a beginning step of Skillstreaming teaching and learning. The skill presented in the workbook, Asking a Favor, is just one skill of many in the Skillstreaming in the Elementary

School program book. The process described here is only an outline of the skill learning that is possible.

Group leaders are encouraged to use these sections of the leader's guide to continue instruction in other Skillstreaming skills. Following instruction in several Skillstreaming skills, activities continue to extend the learners' social knowledge and skill performance.

These activities may be selected from Section 3. Additional activities related to specific skills may be found in Skillstreaming in the Elementary School Lesson Plans and Activities available on the Skillstreaming website at skillstreaming.com.

References

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