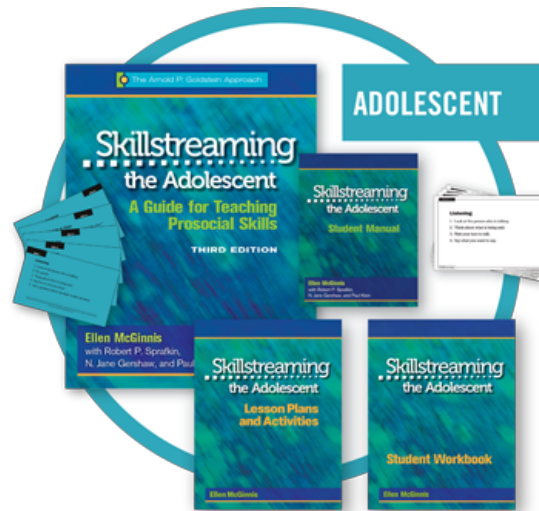


Skillstreaming the Adolescent Product Bundle Overview



This PDF represents an overview of the product components contained in the Skillstreaming Product Bundles.

The descriptions are intended to introduce the general characteristics of the items. By reading the Introduction to the program books you will gain a better understanding of Skillstreaming and how to implement the program.

Skillstreaming is designed to be flexible. There is no requirement to work in a linear fashion with this curriculum. If a counselor has had experience conducting interventions with a small group, they will be able to implement the Skillstreaming program.

The program book is foundational to the curriculum. It is essential for successful implementation of this curriculum to first have the program book before attempting to utilize other Skillstreaming products.

We recommend purchasing the product bundle so every practitioner has immediate access to Skillstreaming's numerous components that can be utilized to achieve desired outcomes.

More information can be found on the product web pages at researchpress.com.

Skillstreaming the Adolescent

A Guide for Teaching Prosocial Skills

THIRD EDITION

Ellen McGinnis

with Robert P. Sprafkin,
N. Jane Gershaw, and Paul Klein

Program Book Overview

Skillstreaming is a prosocial learning program designed to help children and youth learn positive ways to have their needs met.

Skillstreaming the Adolescent employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to adolescents.

This book provides a complete description of the Skillstreaming program, with instructions for teaching 50 prosocial skills.

Adaptable for a variety of situations, Skillstreaming is ideal for small group instruction for children who have common social needs. Often used by counselors and others, the Skillstreaming program is structured to be a targeted, social-emotional learning intervention. Specific Skillstreaming skills can also be taught in whole class sessions by counselors.

The Skillstreaming program at every age level is designed to be easily implemented when conducted by a group leader who has experience in working with small groups. Training is also available for school districts and other organizations when Skillstreaming will be implemented through multiple practitioners.

Skill Cards, Student Workbooks and Skill Posters reinforce the key objectives in the Skillstreaming program.

Skill outlines are handy one-page summaries for each skill, including skill steps, guidelines for skill instruction, and suggested situations for modeling displays. Homework reports list skill steps and guide students in practicing the skills and evaluating skill use outside the Skillstreaming group.

Skill Areas

- Classroom Survival Skills
- Friendship-Making Skills
- Skills for Dealing with Feelings
- Skill Alternatives to Aggression
- Skills for Dealing with Stress

Appendixes provide all program forms needed to ensure a successful Skillstreaming intervention, plus leader and observer checklists to ensure program integrity.

The scope of the Skillstreaming program was initially used as a strategy to remediate behavioral skill deficits in select groups of children. It is especially effective when combined with the daily behavioral practice of Lesson Plans and Activities.

NOTE: It is essential for successful implementation of this curriculum to first have the adolescent program book before attempting to utilize other Skillstreaming products in the adolescent category.

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28. Responding to Teasing

29. Avoiding Trouble with Others

30. Keeping Out of Fights

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34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing Up for a Friend
37. Responding to Persuasion
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Introduction

With just a click of a computer key, the social and educational worlds for today's adolescents have grown far beyond our imagination. It is understandable, then, that discussions among experts and practitioners in education and school reform center around preparing the current generation of adolescents, often referred to as the "millennial generation" (Marx, 2006), for future jobs and vocations, many of which have not yet been created. The focus of these discussions is on preparing students for the future, not for the school and work worlds of the past.

Although many teachers, school administrators, and teacher trainers search for the best methods to teach 21st-century skills and prepare our young people for a global future, many day-to-day concerns in education remain constant—that is, many adolescents continue to experience anxiety, depression, loneliness, or anger. Most teachers in today's schools must still regularly address classroom disruptions, undesirable peer interactions, and incidents of bullying. They do so in addition to accepting the challenge of moving all students forward academically to meet rigorous state achievement standards.

SOCIAL SKILLS AND THE ADOLESCENT

One of the most hopeful elements in the design of the 21st-century school is its recognition of and support for teaching the social behaviors necessary to work as part of a team, make good decisions, communicate well with others, and engage in problem solving to handle conflict in peaceful ways. As the real-life incidents next described

illustrate, aggressive youngsters are often proficient in antisocial ways of responding to real or imagined provocations but weak in carrying out various prosocial alternative behaviors.* It is a curriculum of just such positive alternatives that the Skillstreaming method is designed to teach.

L. was told several times by several different staff members to take off his hat. He ignored all requests. He would touch his hat each time but not take it off (as if he was taunting us). He began to walk into the office (without permission). I told him that if he didn't take his hat off, I would. He didn't, and I did. He followed me out of the office and down the hall, leaning on me all the way. I told him to back off. He did not. He then said, "Give me my fucking hat." He then pushed me. I began to escort him to the office. He started to wrestle with me by grabbing my legs and pulling me up. We both fell to the floor. He did not release from me until he was pulled away from me. (p. 27)

O. was rude and disrespectful to me and given a warning. She also refused to do her work. [Two days later] I gave her yet another warning because she wasn't doing any work, was mimicking my instructions and disrupting those who were working. Today O. came into class blowing bubbles, so I asked her to throw the gum away. She did so after telling me not to "get her going."

*The events described are drawn from a pool of 1,000 teacher-reported incidents gathered for the book *Break It Up: A Teacher's Guide to Managing Student Aggression* (Goldstein, Palumbo, Striepling, & Voutsinas, 1995).

Immediately, she popped another piece of gum into her mouth, and when I asked her to remove it she called me a “bitch.” Her behavior is hampering the learning process of others. (p. 45)

Shortly after my class began, two students (boys) verbally began arguing over the detention and referral one of them had received. The referral occurred in the previous class. One student was making fun of the other’s troubles.

A fight broke out. Tables and chairs were being pushed around the room. I tried to get between [the students]. They were not hearing me. I then told the others in [the] classroom to move out of the way. I told one student to push the buzzer to the office and say “fight.” We didn’t need to say anything—they could hear. Other teachers came over to see if I needed help. Some students from another class had to be told to go back. I let [the boys] fight until the principal and assistant arrived. Both boys were bleeding from the nose. One’s face was swollen. When they realized the principal was in the room, they broke themselves up. Each was suspended for 3 days. (p. 89)

The episode that I want to talk about happened in a high school cafeteria. I was on lunch duty and standing near the lunch lines as the students were lining up to get in. The line had just been allowed to go in so that it was moving up rather rapidly to file through the area where you pick up your food. . . . Two ninth-grade girls . . . had a confrontation, and there was a lot of shouting and screaming going on behind me, and as I turned around the first punch was landed. And I was standing behind . . . the puncher, and before she could land another one, I grabbed her arm and tried to keep her away from the other girl. As soon as I grabbed her arm and held her, that was a sign for the other girl to start beating on her. There were no other adults around. What I had to do was to let the one go that I had and try to get in the middle. . . . Another teacher arrived, and actually a couple

more arrived, and one girl was grabbed and subdued by one of the male teachers, and I took the one that was nearer to me. . . . I grabbed her by the left arm, and she hit me three times in the face with the right arm. (pp. 86–87)

Social skills deficits have been the target of considerable research scrutiny, and it is well accepted today that a youth’s lack of social competence relates to later negative outcomes (Walker, Ramsey, & Gresham, 2004). For most students, due to the length of time they spend in the school setting, the majority of socialization occurs in school (Schoenfeld, Rutherford, Gable, & Rock, 2008). A positive relationship between social skills and school success has been repeatedly demonstrated (Cartledge & Lo, 2006), and students who are socially competent have a greater likelihood of graduating (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000). 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, and positively impacts their learning (Cartledge & Lo, 2006; Cook, Gresham, Kern, Barreras, & Crews, 2008; Docksai, 2010). 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.

WHAT IS SKILLSTREAMING?

Skillstreaming is an evidence-based intervention that involves systematically teaching social skills to address the needs of students who display aggression, immaturity, withdrawal, or other problem behaviors. Skillstreaming is a psychoeducational intervention having its roots in both psychology and education. Although used initially by therapists in the mental health field, its processes focus on four direct instruction principles of learning. These learning procedures—modeling, role-playing, feedback, and transfer—have

been used to teach a variety of behaviors, from academic competencies to sports, daily living skills, and vocational skills. These procedures, which allow for flexibility to meet individual students needs, are applied in Skillstreaming to teach students desirable prosocial behaviors.

Before discussing what Skillstreaming is in more detail, it is important to point out what it is not: Skillstreaming is not an affective education strategy that focuses primarily on discussion of feelings and the individual's strengths as a way to foster positive self-concept. Although discussion is a part, Skillstreaming engages students in active learning through role-playing and practice. Skillstreaming will not address all youth's needs in every situation at all times. Instead, it is a well-validated instructional procedure that should be included with other techniques, such as behavior intervention planning, conflict resolution, and cooperative learning. Nor is Skillstreaming a procedure for teaching compliance skills, the focus of some skills-training programs. Although it will teach students the skills needed to follow school rules better, the program is mainly intended to teach students the skills needed to solve problems that occur in their daily lives, to be assertive in handling situations that cause them stress or unhappiness, and to increase the chance that they will have satisfying relationships with others.

A Skill-Deficit Model

The Skillstreaming model makes the assumption that the learner is weak in or lacks a behavioral skill or skills. The goal, then, becomes teaching desirable skills. This assumption is made for several very important reasons. First, the belief that most students do not know how to act productively in given situations lessens the frustration experienced by many teachers when a youth seems continually to react in the same inappropriate way despite efforts to consequence that behavior. This allows teachers to focus on proactive instruction instead of reacting to the youth's misbehavior as if it were done purposefully to cre-

ate problems. In addition, the assumption of skill deficits sets the stage for instruction in prosocial skills that the student may actually use and that the teacher can therefore prompt and reinforce. The assumption furthermore suggests to the student that the teacher and others will be patient and encouraging during the learning of these sometimes very difficult skills.

In workshops, trainers of prospective Skillstreaming often illustrate or reinforce the skill-deficit model by asking participants to think of a time they agreed to do something asked by a friend, relative, supervisor, or acquaintance but that they really did not want to do. Most participants quickly identify situations in which they as adults have felt pressured into doing something they didn't want to do, whether it was allowing a neighbor to borrow the lawn mower to taking on extra job responsibilities. In a practice environment, group members are asked to respond to such requests by using the skills of Responding to Persuasion (Skill 37) and Negotiating (Skill 25). The majority of participants experience difficulty with these skills, even in the practice setting! Yet many times the expectation is that adolescents will be able to resist peer persuasion quickly and emphatically.

Researchers in the area of social skills training—for example Gresham, Sugai, and Horner (2001); Gresham (2002); and Gresham, Van, and Cook (2006)—advocate that practitioners consider the difference between a skill deficit (can't) and a performance deficit (won't). These authors explain that a youth with a skill deficit lacks knowledge of how to perform a skill or how to select which skill is appropriate in a given situation. Other youth, as in the trainer workshop example, may know how to perform a skill but lack the fluency in skill use necessary to execute the skill in a competent manner. Others may experience competing problem behaviors, such as poor self-control, which inhibit their skill use. Still other adolescents may know how to carry out a skill but fail to do so because of lack of positive reinforcement (i.e., a performance deficit).

Research also suggests that some youth with increased social anxiety have a social information processing deficit (Crick & Dodge, 1994; Raine et al., 2006). In other words, the adolescent experiences errors in thinking about and responding to social cues. In practice, acquisition (can't do), performance (won't do), fluency, and competing problem behaviors will be addressed within the context of a skills deficit, with particular emphasis placed on addressing the type of deficit throughout the instructional process described in subsequent chapters.

Planned, Systematic Instruction

Most educators recognize that the days of defining public education's goal only as teaching basic academic competencies are over. With increased emphasis on increasing student achievement, instruction in social skills and social-emotional learning is gaining in acceptance (Docksai, 2010). Educators, counselors, and therapists have also increased their understanding that students or clients need to be taught desirable behaviors in the same planned and systematic way academic skills are taught (Maag, 2005). Incidental learning (discussing alternatives or telling students what to do) is insufficient for students to learn alternative behaviors, just as it is insufficient to tell students how to solve equations in algebra and expect that they will be able to be successful in algebra. Whatever the reason for a student's skill lack or weakness, schools must establish and implement procedures to teach these skills, just as they would in the case of academic deficits.

A Way to Give Encouragement

Historically, educational interventions dealing with student behavior problems have concentrated on strategies to diminish or extinguish the behavior of concern (e.g., time-out, loss of privileges). Although reinforcement strategies are helpful in increasing positive behaviors, it is necessary to wait until a behavior is displayed before it can be rewarded. Thus, many students with infrequent appropriate behaviors rarely receive positive

reinforcement; in most cases, they receive an abundance of negative feedback. Although negative procedures may be a useful part of a comprehensive behavior intervention plan, emphasis on their use may further discourage children with behavior problems.

Teaching prosocial skills provides adolescents with opportunities to be successful in both hypothetical and real-life situations and lends a sense of balance to behavior management programs. Although inappropriate behaviors will continue to need intervention, through Skillstreaming, students have the opportunity to build alternative, socially acceptable behaviors to increase their opportunities for choice. Teachers and others will also find that prompting students to use a previously learned social skill when problematic situations arise in the classroom or in other school settings will often stop the student's inappropriate actions in midstream and channel his or her energies in a more prosocial direction. Like reminding a student to use a reading strategy to master unknown vocabulary, when given in a helpful and encouraging manner, such prompting fosters a positive classroom and school climate.

A Way to Enhance Self-Esteem

A description of adolescents with behavior problems often includes the phrase "poor self-esteem." Counselors, teachers, and others often struggle to design interventions that improve the youth's positive feelings about self. One way of addressing this issue is to teach the student to be more competent. We have traditionally focused on academic competence, recognizing that such competence contributes to a youth's positive feelings about self in relation to achievement. Likewise, increasing competence in a variety of socially related skills will improve an individual's self-concept.

Although behavior management programs are useful, necessary, and very often effective in reducing problem behaviors, we need to be aware that emphasis on such programs alone

may reinforce in students the idea that adults are the dispensers of rewards and punishments. Adolescents may learn to believe that whatever they might do or however they might act, the positive or negative results of these actions will be determined by someone else in power—a teacher, parent, or other adult. Such a belief, referred to as an *external locus of control*, can foster feelings of helplessness. When students learn, for example, to handle conflict in ways that yield approval from others, they also learn a sense of responsibility and control. They more easily make the connection between their actions (e.g., use of a skill) and positive consequences. When students learn that they have the skills and ability to effect change, their self-esteem is likely to improve.

Remediation and Prevention

The Skillstreaming approach provides remediation for students who are significantly deficient in prosocial skills whether or not they are receiving special education services. The student with a learning disability may need to learn the skill of Asking for Help (Skill 9), as well as organizational skills such as Following Instructions (Skill 12). Youth with more severe disabilities, those with autism or cognitive disabilities, can learn a variety of social skills to enhance their independence and to make their lives more satisfying. Those with emotional or behavioral disorders—whether characterized by withdrawal, aggression, or immaturity—continue to benefit from learning prosocial skills. Although aggression and violence are very visible and perhaps cause more stress to teachers, school administrators, parents, and others, teaching prosocial skills to the withdrawn child or the student who reacts immaturely or inadequately is also important.

Skillstreaming is also intended for the general education population—students whose behavior is not significantly problematic yet who will increase their personal satisfaction and happiness by learning or improving upon prosocial skills. How many young people do we know who, when they reach adolescence, have significant

problems dealing with stress or with interpersonal relationships when no such issues were noticed in earlier grades? Many students may need help with skills to form satisfying interpersonal relationships, participate in problem solving, or deal productively with day-to-day stress. Undertaking instruction with students who do not yet experience significant problems offers the hope of preventing future difficulties. Furthermore, research has demonstrated benefit for students across age and skill levels. For example, instruction in social skills has been shown to positively impact children in the primary grades (Denham, Hatfield, Smethurst, Tan, & Tribe, 2006; Maddern, Franey, McLaughlin, & Cox, 2004), elementary-age students (Gresham et al., 2006; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Lo, Loe, & Cartledge, 2002), and in adolescence (Cook et al., 2008). Benefit has also occurred for students with disabilities (Maag, 2006), including learning disabilities (Kavale & Forness, 1996) and those with emotional and behavioral disorders (Cook et al., 2008; Gresham, Cook, Crews, & Kern, 2004). Additional evidence supports social skills instruction for individuals with lower incidence disabilities, such as traumatic brain injury (Dykeman, 2003), schizophrenia (Kurtz & Mueser, 2008), and Asperger's syndrome (Lopata, Thomeer, Volker, & Nida, 2006; Tse, Strulovitch, Tagalakis, Meng, & Fombonee, 2007).

A Strategy to Help Prevent Violence and Aggression

The literature related to safe school environments (Public Health Service, 2001; Nickerson & Martens, 2008; Goldstein, Young, & Boyd, 2008; Johnson, 2009) clearly suggests that schools need to address the increase in school violence by teaching students prosocial ways of resolving conflict, proactive problem solving, and the social skills necessary to enhance self-esteem and engender a sense of belonging. Aggressive children, for example, learn quickly and at an early age that they can get what they want by hitting, pushing, biting, and so forth. Because aggression

is a remarkably stable behavior and is unlikely to change without intervention, alternatives to aggression need to be taught early. Skillstreaming is an effective method of doing just that.

SKILLS FOR ADOLESCENTS

The 50 Skillstreaming skills listed in Table 1 are derived from a number of sources. Some skills come from examination of educational and psychological studies yielding information on which behaviors constitute successful adolescent functioning in school, at home, with peers, and so forth. These skills include those critical for school success (Lane, Wehby, & Cooley, 2006), social success (Chen, 2006; Spivack & Shure, 1974), and reducing competing problem behavior such as anger and aggression (Coie & Kupersmidt, 1983; Meier, DiPerna, & Oster, 2006). Direct observation of youngsters in various classroom and other real-life settings is a second source. Leaders and group members in the many Skillstreaming groups conducted thus far have been a particularly valuable fund of information.

INCLUDED IN THIS BOOK

This book provides a clear guide to understanding and using the Skillstreaming program with adolescents, organized into two parts. Part 1 includes chapters devoted to program content and implementation. Part 2 provides skill outlines and homework reports for each of the 50 skills in the curriculum.

Chapter 1, "Effective Skillstreaming Arrangements," describes the procedures necessary to plan and begin Skillstreaming with adolescents. Discussion concerns specific arrangements to maximize the effectiveness of Skillstreaming instruction and the settings in which it occurs. Specifically discussed are group leader selection and preparation; student selection and grouping; the role of support staff and parents in instruction; and specific instructional concerns such as skill selection, setting, materials, and instructional variations.

More than 30 years of research supports the individual components of modeling, role-play (behavioral rehearsal), feedback, and generalization training, as well as the positive results when the four components are implemented together. Chapter 2, "Skillstreaming Teaching Procedures," examines these four core teaching procedures of Skillstreaming, along with the nine-step sequence constituting the Skillstreaming teaching method.

Chapter 3, "Sample Skillstreaming Session," offers an edited transcript of an introductory Skillstreaming session. This transcript depicts the leaders introducing students to the group's purpose and procedures and follows the Skillstreaming teaching procedures discussed in chapter 2. The skill used for instruction is Dealing with Group Pressure (Skill 42).

A challenge in intervention work is to match the intensity of the group member's need to the type and amount of intervention. Chapter 4, "Refining Skill Use," describes factors that increase the effectiveness of Skillstreaming, as well as other skill-building strategies that may be incorporated for students with more intense behavioral concerns. Real-world use of this skill curriculum, especially in the face of difficult and challenging interpersonal circumstances, will require that students be skilled in employing skill sequences and combinations, also described in this chapter.

As evidence regarding Skillstreaming's effectiveness has accumulated, it has become clear that skill acquisition is a reliable finding. The main concern of any teaching effort is not how students perform in the teaching setting but how well they perform in their real lives. Chapter 5, "Enhancing Skill Generalization," examines approaches to improve transfer and maintenance of skill learning.

Chapter 6, "Managing Behavioral Concerns," addresses issues in the group reflecting deficient motivation and heightened resistance and describes a framework of universal, targeted, and individual strategies for enhancing motiva-

Table I: Skillstreaming Curriculum for Adolescents**Group I: Beginning Social Skills**

1. Listening
2. Starting a Conversation
3. Having a Conversation
4. Asking a Question
5. Saying Thank You
6. Introducing Yourself
7. Introducing Other People
8. Giving a Compliment

Group II: Advanced Social Skills

9. Asking for Help
10. Joining In
11. Giving Instructions
12. Following Instructions
13. Apologizing
14. Convincing Others

Group III: Skills for Dealing with Feelings

15. Knowing Your Feelings
16. Expressing Your Feelings
17. Understanding the Feelings of Others
18. Dealing with Someone Else's Anger
19. Expressing Affection
20. Dealing with Fear
21. Rewarding Yourself

Group IV: Skill Alternatives to Aggression

22. Asking Permission
23. Sharing Something
24. Helping Others

25. Negotiating
26. Using Self-Control
27. Standing Up for Your Rights
28. Responding to Teasing
29. Avoiding Trouble with Others
30. Keeping Out of Fights

Group V: Skills for Dealing with Stress

31. Making a Complaint
32. Answering a Complaint
33. Being a Good Sport
34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing Up for a Friend
37. Responding to Persuasion
38. Responding to Failure
39. Dealing with Contradictory Messages
40. Dealing with an Accusation
41. Getting Ready for a Difficult Conversation
42. Dealing with Group Pressure

Group VI: Planning Skills

43. Deciding on Something to Do
44. Deciding What Caused a Problem
45. Setting a Goal
46. Deciding on Your Abilities
47. Gathering Information
48. Arranging Problems by Importance
49. Making a Decision
50. Concentrating on a Task

From *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills* (3rd ed.), © 2012 by E. McGinnis, Champaign, IL: Research Press (www.researchpress.com, 800-519-2707).

tion and reducing resistance. Examination of individual strategies includes discussion of functional behavioral assessment (FBA) and steps in creating a behavior intervention plan (BIP).

Establishing positive relationships between families and the school is necessary to improve student behavior, as well as academic skills. A

positive working relationship with parents is important to Skillstreaming success. Therefore, this is the subject of chapter 7, "Building Positive Relationships with Parents."

Finally, chapter 8, "Skillstreaming in the School Context" reviews issues surrounding school violence and discusses Skillstreaming as a

viable schoolwide intervention for reducing aggression and other behavior problems in schools. Specifically examined are such topics as integrating Skillstreaming in the curriculum and the role of Skillstreaming as it relates to inclusion, multi-tiered systems of support, Positive Behavior Intervention and Support (PBIS), and Response to Intervention (RTI).

Following these chapters, Part 2 presents Skillstreaming's 50 skills for the adolescent child. Provided for each skill are a skill outline and two different homework reports. The skill outline includes the behavioral steps of the skill, notes for group leaders further explaining the steps, suggested situations for modeling displays, and related skill-supporting activities. Outlines and

reports may be reproduced from this book or printed from the accompanying CD.

Three appendixes complete the book. Appendix A includes forms helpful in running the program in addition to the skill outlines and homework reports included in Part 2. These may be photocopied or printed from the CD at the back of this book. Recent research has pointed to the need to monitor the consistency and accuracy of program implementation. Appendix B therefore includes implementation checklists for leaders and those who supervise them, as well as for ensuring generalization integrity. Appendix C examines behavior management techniques based on behavior modification principles helpful in the Skillstreaming group and in general.

Skill 12: Following Instructions

SKILL STEPS

- 1. Listen carefully while you are being told what to do.**
Take notes if necessary; nod your head; say, “Mm-hmm.”
- 2. Ask questions about anything you don’t understand.**
The goal is making instructions more specific, more clear.
- 3. Decide if you want to follow the instructions and let the other person know your decision.**
Think about the positive and negative consequences of following the instructions.
- 4. Repeat the instructions to yourself.**
Do this in your own words.
- 5. Do what you have been asked to do.**

SUGGESTED MODELING DISPLAYS

School or neighborhood: Main actor follows classroom instructions given by teacher or cafeteria supervisor.

Home: Main actor follows parent’s instructions on operating home appliance or cooking with a recipe.

Peer group: Main actor follows friend’s instructions on how to save pictures on a computer, how to sign up for a website, or how to transfer songs to an iPod player.

Job: Main actor follows supervisor’s directions in doing a job.

COMMENTS

This skill concerns complying with the requests of another person. If the task seems unreasonable, it may be an instance in which another skill is needed (e.g., Negotiating, Making a Complaint).

SAMPLE HOMEWORK REPORT I

Name Tammy Date 9/20

FILL IN NOW

1. What skill will you use? Dealing with Group Pressure (#57)
2. What are the steps for the skill?
 1. *Think about what the group wants you to do and why.*
 2. *Decide what you want to do.*
 3. *Decide how to tell the group what you want to do.*
 4. *Tell the group what you have decided.*
3. Where will you try the skill? Hanging out with friends—walking home
4. With whom will you try the skill? Marcy, Todd
5. When will you try the skill? After school

FILL IN AFTER YOU PRACTICE THE SKILL

1. What happened when you did the homework?
Marcy kept pressuring me for a while. Then she gave up. It was hard to stay with my decision, but I did.
2. Which skill steps did you really follow?
I followed all the steps, but I need to do step 4 better.
3. How good a job did you do in using the skill? (check one)
 excellent good fair poor

SAMPLE HOMEWORK REPORT 2

Name Michelle Date 9/20

FILL IN NOW

1. What skill will you use? Giving a Compliment (#21)
2. What are the steps for the skill?
 1. *Decide what you want to compliment about the other person.*
 2. *Decide how to give the compliment.*
 3. *Choose the right time and place to say it.*
 4. *Give the compliment.*
3. Where will you try the skill? At home
4. With whom will you try the skill? My sister
5. When will you try the skill? On the weekend
6. If you do an excellent job, how will you reward yourself? Go to a movie
7. If you do a good job, how will you reward yourself? Listen to music
8. If you do a fair job, how will you reward yourself? Call a friend

FILL IN AFTER YOU PRACTICE THE SKILL

1. What happened when you did the homework?
My sister smiled and said thanks. She asked me if I wanted
to go to the mall.
2. Which skill steps did you really follow?
I did all the steps.
3. How good a job did you do in using the skill? (check one)
 excellent good fair poor
4. What do you think should be your next homework assignment?
Give a compliment to my mom

Training and Workshops

In-service training or workshops can be provided for your school, facility, or organization. For more information and available dates, please contact:

Dr. Sheldon Braaten - Behavioral Institute for Children and Adolescents

Education and Treatment Alternatives

Skill 5

Skill 4

Skill 3

Skill 2

Skill 1

Listening

1. Look at the person who is talking.
2. Sit quietly.
3. Think about what is being said.
4. Say yes or nod your head.
5. Ask a question about the topic to find out more.

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Skill Cards Overview

The convenient 3" × 5" Skillstreaming Adolescent Skill Cards provide a quick, accessible reference for students learning and practicing the 50 prosocial skills featured in the program.

Each skill is supported by a set of eight cards that clearly outline the specific behavioral steps involved, making it easier for students to understand, review, and apply what they've learned. In total, the set includes 400 skill cards.

These cards are versatile tools that can be used in group sessions, individual counseling, or independent practice. They support role-playing activities, class discussions, and real-time problem-solving, while also serving as helpful reminders in everyday social situations. Students can use them for homework or real-life application, and educators and counselors can rely on them to guide instruction and reinforce skill development.

Note: For effective implementation, the core program book *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills* should be used prior to incorporating additional Skillstreaming materials.

List of Skill Card skills

Group I—Beginning Social Skills

1. Listening
2. Starting a Conversation
3. Having a Conversation
4. Asking a Question
5. Saying Thank You
6. Introducing Yourself
7. Introducing Other People
8. Giving a Compliment

Group II—Advanced Social Skills

9. Asking for Help
10. Joining In
11. Giving Instructions
12. Following Instructions
13. Apologizing
14. Convincing Others

Group III—Skills for Dealing with Feelings

15. Knowing Your Feelings
16. Expressing Your Feelings
17. Understanding the Feelings of Others
18. Dealing with Someone Else's Anger
19. Expressing Affection
20. Dealing with Fear
21. Rewarding Yourself

Group IV—Skill Alternatives to Aggression

22. Asking Permission
23. Sharing Something
24. Helping Others
25. Negotiating
26. Using Self-Control
27. Standing Up for Your Rights
28. Responding to Teasing
29. Avoiding Trouble with Others
30. Keeping Out of Fights

Group V—Skills for Dealing with Stress

31. Making A Complaint
32. Answering a Complaint
33. Being a Good Sport
34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing Up for a Friend
37. Responding to Persuasion
38. Responding to Failure
39. Dealing with Contradictory Messages
40. Dealing with an Accusation
41. Getting Ready for a Difficult Conversation
42. Dealing with Group Pressure

Group VI—Planning Skills

43. Deciding on Something to Do
44. Deciding What Caused a Problem
45. Setting a Goal
46. Deciding on Your Abilities

47. Gathering Information
48. Arranging Problems by Importance
49. Making a Decision
50. Concentrating on a Task

Skillstreaming the Adolescent

Lesson Plans and Activities

Ellen McGinnis

Lesson Plans and Activities Overview

The purpose of *Skillstreaming the Adolescent: Lesson Plans and Activities* is to facilitate and support the use of this approach with adolescents in school classrooms and other direct learning settings.

Each of these lesson plans is adaptable to meet the individual needs of each child or teenager. This resource helps practitioners teach the fundamental life skills necessary for adolescents to reach their goals, both academic and personal.

This book additionally places emphasis on the integration of academic and behavioral learning in order to increase its utility in a variety of classroom settings.

Lessons include structured activities for teachers and others to sustain instruction in a set of skills and reinforce student skill use throughout the day. A wide variety of teacher-friendly common school practices such as listening, questioning, discussing, and applying critical thinking skills are included for each skill.

The lesson plans and activities in this book supplement the Skillstreaming text by providing specific learning activities, appropriate for whole classes or smaller skills groups. Activities are included for each of the 50 skills included and are grouped as follows:

Group I: Beginning Social Skills

Group II: Advanced Social Skills

Group III: Skills for Dealing With Feelings

Group IV: Skill Alternatives to Aggression

Group V: Skills for Dealing With Stress

Group VI: Planning Skills

These lesson plans and activities are not intended to replace the direct instructional procedures included in *Skillstreaming the Adolescent Guide for Teaching Prosocial Skills* but instead are to be used after the actual direct teaching of each skill.

NOTE: It is essential for successful implementation of this curriculum to first have the adolescent program book before attempting to utilize other Skillstreaming products in the adolescent category.

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Introduction

The purpose of *Skillstreaming the Adolescent: Lesson Plans and Activities* is to facilitate and support the use of this approach with adolescents in school classrooms and other direct learning settings. This book additionally places emphasis on the integration of academic and behavioral learning in order to increase its utility in a variety of classroom settings.

This guide presents a collection of lesson plans including structured activities for teachers and others to sustain instruction in a set of skills and reinforce student skill use throughout the day. A wide variety of teacher-friendly common school practices such as listening, questioning, discussing, and applying critical thinking skills are included for each skill. Plans for daily instruction, activities to stimulate the interest of adolescents, opportunities for prompting skill use, and specific activities to enhance applying the skills outside of the classroom are included. When instructional time is increased, sustained, and focused on student's real-life needs, mastery and generalization of learning is far more likely.

As such, these lesson plans and activities are not intended to replace the direct instructional procedures included in the program text but instead are to be used after the actual direct teaching of each skill as described in the *Skillstreaming the Adolescent* text. The group leader is advised to evaluate the activities in relationship to the specific group of youth receiving Skillstreaming instruction, in order to assess the appropriateness relative to the target youth. For example, many activities suggest that they be done in small groups. Teachers should feel free to change to other instructional modes (e.g., individual, total group) depending upon the maturity of the student group. Activities are included for each of the 50 skills included and are grouped as follows:

Group I: Beginning Social Skills

Group II: Advanced Social Skills

Group III: Skills for Dealing With Feelings

Group IV: Skill Alternatives to Aggression

Group V: Skills for Dealing With Stress

Group VI: Planning Skills

Using Downloadable Forms

Downloadable forms—which include helpful charts, worksheets, and other paper–pencil activities to enhance the ease of skill teaching—accompany this book. Teachers are encouraged to reproduce these items as needed for instructional purposes. When the lesson plans call for the use of a downloaded worksheet or form, the name of that item is provided in boldface type in this book. Go to www.researchpress.com/downloads to access these forms.

Areas of Concern Addressed

The lesson plans included in this book focus on several areas of particular concern for adolescents. For example, from our knowledge of brain science, we understand that the teen brain is not fully formed and that parts of the brain are developing at different rates as the teen ages. The actions of teens are influenced largely by the part of the brain that focuses more on emotions (the amygdala) rather than on analytical or thinking aspects. In fact, there is clear evidence to support that the cerebral cortex (the thinking part of the brain) is not fully operational until later on in early adulthood (mid- to late 20s). Does this mean, however, that we cannot expect adolescents to act responsibly? No—it just means that we need to put additional emphasis on teaching teens the tools to help them respond to events and stressors in helpful ways.

Three primary areas of such tools are therefore addressed throughout the lessons in this book and include (1) understanding the impact of stress on the brain and practicing strategies to deal effectively with strong emotions, (2) anticipating short- and long-term consequences of one’s choices in order to assist in making a helpful choice, and (3) assessing and using assertive verbal and nonverbal actions to address conflicts and emotions. These “themes” are discussed briefly as follows.

Understanding the Impact of Stress on the Body (Brain Development)

While efforts to understand brain science, directed toward the general public, is fairly recent, resources that are available to professionals such as teachers and counselors, as well as directly for the young people we serve, continue to become more prevalent. These resources for group leaders are

included in the Group Leader Concerns section, and student resources are included in the activities for appropriate skills. Group leaders are encouraged to become familiar with these concepts by reviewing these resources as well as previewing the student resources prior to instruction.

Adolescents can benefit from understanding the parts of their brains and their functions. This understanding leads to their increased willingness to attempt learning behavioral alternatives. Consider the following example:

A teen who typically responds to an interpersonal conflict with aggression learns that when the conflict occurs, their brain shifts to a more primitive part of the brain—often referred to as the “reptilian brain”—that provides for physical safety, resulting in a fight, flight, or freeze response. At this time, stress chemicals are released and flood their body. Thus, the teen’s brain is unable to access the higher order thinking that would assist in choosing an effective problem-solving strategy. (Group leader note: This phenomenon is likely why teens appear not to hear what adults say to them when the teens are in such an agitated state.)

However, there is an alternative that the teen can learn: That is, when they calm their body by using a learned strategy such as pushing the pause button, breathing deeply, relaxing, or making a coping self-statement, the student’s brain is then much more likely able to access the higher, thinking part of the brain.

* * *

Strategies that serve to calm students’ emotional intensity by allowing their brains to spend more time in thinking—such as relaxation techniques, I-messages, and making positive self-statements—are included in these activities. Learning these strategies may also assist in building stronger brain pathways to the thinking part of the brain. Educators and clinicians have provided instruction in these strategies in the past, but we now know why these strategies work so well!

Understanding Consequences

Although Skillstreaming is a behavioral approach—in other words, students learn primarily by doing—we know that the development of cognitive behavioral skills will enhance students’ skill learning and their ability to maintain skill use over time as well as to generalize this learning. Consequential learning is structured to provide students with skills to control their responses by thinking about both the positive and negative potential outcome of their choices.

Assertiveness

There is some truth to the old adage “It’s not just what is said, but how it is said” that matters. It is accurate that many adolescents are unaware of the impact of nonverbal communication (e.g., body language) and paraverbal language. For example, parents and other adults may comment that the teen has “an attitude,” and perhaps the adult is unable to further describe the actions that constitute the attitude. Therefore, the intent of the activities included for several skills is to help students learn how their actions contribute to the meaning of what they say and whether their words are congruent with these actions. Students will also learn to recognize passive, aggressive, and assertive body language and will practice using the skills in an assertive manner.

Other Areas of Concern

Emphasis on Generalization and Maintenance

Generalization and maintenance of skills are perhaps the most difficult aspects to achieve in any skill learning. The ultimate goal of teaching functional life skills is not for youth to learn to perform the skills in an artificial setting but rather for them to apply the skills in real life. This book includes activities to support the generalization for each skill, as well as additional practice opportunities. Repetition leads to increased confidence, making it less scary to try out the skill in a real-life situation.

Activities are also structured to provide skill practice under stressful simulated circumstances and assist teachers and other group leaders in sustaining Skillstreaming instruction in order to increase the likelihood of the skills maintaining over time and generalizing beyond the teaching setting. Assigning skill practice into other environments such as school, home, and neighborhood are planned through homework reports included in some generalization activities. This latter focus additionally helps both group leaders and the students in learning how the homework reports can be used to structure generalization success.

Situation Cards

The scenarios described on the situation cards for each skill are simply examples of concerns faced by adolescents and can be changed to fit the individual needs of students in the group. The scenarios chosen are ones that typically will not elicit intense emotions, thus allowing the learners to focus their energies on learning the individual steps to the skills and performing those steps successfully. As group participants become more familiar with

both the Skillstreaming learning procedures (modeling, role play, feedback, and generalization/practice) and the steps to specific skills, participants will be more likely to apply the skill in their real life, more intense situations.

It is important that Skillstreaming group leaders recognize that many real-life situations teens encounter (e.g., sexual, racial, mental health, trauma or other adverse experiences) are not easily openly shared within a group setting. Allowing participants to explain their situation of concern on an index card, either signed or unsigned, and placed in a sealed “Situation Box” is one way for participants to express themselves. When a card is unsigned, the scenario may be brought up to the group as a role-play situation. If the card is signed by the participant, a one-on-one (group leader and student) session to practice the skill within the context described should occur whenever possible. It must also be stated that some scenarios will be beyond the reach of Skillstreaming alone and will require additional intervention or referral to appropriate resources.

Situation cards may further be used to provide additional practice in a variety of ways:

- Cards for several skills that have been taught may be placed in a hat or other container. Students may draw a card, decide what skill to use, and role-play the skill in the context of that situation. Encourage students to use assertive voice tone and body language.
- To review a single skill, divide students into pairs, asking each student to select a situation card. Have the pairs read and discuss each situation, decide where that situation is likely to occur (e.g., area of the school, home, community), and discuss the likely consequence if they do not use the skill. Then, have students plan a role play within the context of one situation in the setting they chose. Ask for volunteers to role-play the skill for the large group.
- Allow each student to select a situation card for a group of skills they have learned. Instruct students to decide which skill they would use and write about how they would use the skill within the context of that situation. Volunteers could be asked to role-play the skill, selecting a coactor and receiving feedback from the rest of the group.
- Select situations that likely need more than one skill to handle successfully. Divide the group into teams, handing a situation card to each team. Ask them to plan a role play using a skill sequence to deal with the situation. Ask for volunteers to role-play the skill sequence for the rest of the group.

Ongoing Assessment

Group leaders often ask the following question: When should our group move on to teaching a new skill? There is no set schedule to determine when to move from intense instruction on one skill to another. The answer, therefore, is this: It depends on the group leader's assessment of skill learning. Assessment of skill acquisition and proficiency occurs through small-group practice, role plays, and homework assignments, as well as through strategies that provide for generalization, such as goal setting and self-monitoring. It is important, however, to continue to provide a review of previously learned skills and monitor use of the skills via student self-reports and others' observations.

Skillstreaming Notebooks/Portfolios

Each group member should have a three-ring binder in which the completed paper-pencil activities and homework assignments may be saved. This has several advantages, including being an easy reference for the student, a source of student pride of achievement, and a way to share skill learning with parents and other important adults.

Journal Pages

Student understanding of skill-related concepts, such as their planning of when to use a skill, or the outcome of skill use, can be communicated through journaling. Such journal entries may be handwritten, or typed using a computer. Group leaders may also read through student journals to better understand how and when students are using the skills, **suggesting whether reteaching specific skills is needed.**

Group Leader Concerns

Group Leader Background Resources

Online resources to help group leaders understand and feel more confident in supporting the activities related to the science of the brain contained in this book include the following:

- How Brains Are Built: The Core Story of Brain Development, Alberta Family Wellness Initiative
- Experiences Build Brain Architecture, Center on the Developing Child (<https://developingchild.harvard.edu/resources/experiences-build-brain-architecture/>).
- Brain Development in Teenagers, Oxford Sparks

- Science X Design: Three Principles to Improve Outcomes for Children, Center on the Developing Child
- Learning Brain and Survival Brain: How Experience Shapes Behaviour, WA Centre for Rural Health
- Understanding Trauma: Learning Brain vs Survival Brain, Jacob Ham
- Dr. Dan Siegel's Hand Model of the Brain, Dr. Dan Siegel

Use of Videos

While the intent of this book is to remain true to the Skillstreaming learning procedures of modeling, role play, feedback, and generalization, the activities include many online resources and videos that have been researched to support the learning of specific skills. These readily available videos provide information specific to aspects of a skill (e.g., acting in an assertive manner), provide examples of when a skill could be used, or may be used as an alternative method of instruction to increase variety. The videos are additionally a way for the group leader to gain information (e.g., brain reactions to stress). Therefore, once leaders are confident in the knowledge, they may choose a different method to provide this information to the students.

Every effort has been made to include videos from reputable sources. However, as with any good instructional resource, group leaders are encouraged to preview these materials to assess their applicability to the specific target group of learners. Group leaders are further encouraged to substitute or add other video examples relative to their group makeup. Teacher-produced examples may additionally be used, provided that these are consistent with the policies of the school or clinic in which they are produced and used.

YouTube Video and Online Content Advisory

This program contains recommendations for videos and online content that are not owned or under the control of Research Press and Skillstreaming. Be aware that online content can be withdrawn, changed, edited, or canceled without notice or warning. Research Press and related entities retain no responsibility for content accessed by links and/or residing on websites not owned or under control of Research Press. Users should be aware that linked material may be changed, altered, hacked or otherwise be made inappropriate for youth or contain malicious material such as viruses. To the extent permitted by mandatory law, Research Press shall not be liable for any direct, incidental, consequential, indirect, or punitive damages arising from access to or use of any content available through

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Lesson Plan Format

The instructional activities to enhance the sustainability of Skillstreaming instruction are detailed in a typical lesson-plan format as follows:

1. Skill Overview
2. Objective
3. Skill Steps
4. Refining Skill Use
5. Generalization
6. Schoolwide Application
7. School–Home Connection
8. Vocational Generalization
9. Related Resources (some skills)
10. Skill Sequence

Skill Overview

Comments in this overview provide background information specific to the skill, for the purpose of aiding the group leader’s understanding of aspects of the skill. These comments provide clarification of the purpose of learning the skill, give a context for skill instruction, or point out particular issues that may arise when students attempt to use the skill.

Objective

All good teaching efforts begin with identifying an objective for instruction. Because the goal of Skillstreaming is to effect change in students’ real lives, the objective for each skill stresses student performance in real-life situations

Skill Steps

Skill steps for each fundamental prosocial life skill are identical to those in the Skillstreaming program text and supporting materials. These steps are reproduced here to serve as an easy reference for teachers and other group leaders.

Refining Skill Use

Classroom-based activities to refine students' skill learning emphasize the manner in which the skills are performed. The goal is to make skill performance more effective and natural. Activities to refine skill use instruct students in the more subtle aspects of skill performance. These activities may include performing the skill in an assertive manner, gaining a more in-depth understanding of specific skill steps, and techniques to help skill performance (e.g., learning the 1-minute rule in having a conversation). Because of the strong impact of cognitive behavioral strategies in skill learning, the activities feature ways to teach students subtle aspects of skill performance, such as attending to nonverbal language, learning strategies such as relaxation or anger control to calm oneself prior to using the skill in a stressful situation, or anticipating the consequences of skill use. Students also learn to assess where, when, and with whom to use the skill.

Generalization

The principles of generalization described in the Skillstreaming program text are put into practice through user-friendly, classroom-based activities and homework assignments. These activities prompt and reinforce both individual and group skill use and assist group leaders in using homework reports effectively.

Schoolwide Application

One step in transferring skill learning outside of the individual classroom where the instruction occurs is to plan for the skill use in other areas of the school, clinic, or center. Thus, these activities facilitate the transfer of skill learning to other safe environments. These activities may also be used as procedures to implement schoolwide behavior support programs.

School-Home Connection

When children reach adolescence, they are more independent and capable of monitoring their own learning. While peer relationships typically are becoming more important to the teen, connection with their living situation remains an important focus. Connection with families, or other

adults serving in this role, can be both a strong influencer and a helpful support to the youth who is learning new fundamental life skills. Activities in this section, therefore, emphasize the youth generalizing skill use to the setting in which they live, such as by planning a homework report, writing a journal entry of a task completed, and describing feelings, all preferably in their living setting. Activities also include (a) enhancing skill generalization to the home setting, (b) fostering communication between school and the home, and (c) plans for student practice in the neighborhood and other community settings.

Vocational Generalization

Some teens may be employed on a part-time basis while still in school. Therefore, activities in these sections focus on using the skill in a work environment. Unemployed teens will likely receive benefit by learning how they can apply the skills when they begin work and by learning from peers about ways the skills have helped them in their employment. As with any of the activities, judgments of whether or not to use a specific activity with a specific group of youth rest with the teacher or clinician.

Related Resources

Some of the skills include activities that are not as directly related to the Skillstreaming learning principles as are the other sections. Instead, these resources typically have an element of fun or high interest that will likely stimulate even reluctant learners to engage in skill learning.

Skill Sequence

Skill lesson plans and activities conclude each group of activities with one or more sequences of skills recommended for instruction. Providing instruction and practice in these sequences will help students perform the skills in a more natural way and increase their ability to shift from one skill to another when necessary.

Using the Skillstreaming Materials

The lesson plans and activities described in this book make use of readily available classroom materials: a white marker board, presentation charts, markers, index cards, sticky notes, and an occasional prop. These activities also employ the following Skillstreaming materials:

Skillstreaming Program Text

The teacher or group leader must have a complete understanding of Skillstreaming procedures, described at length in the program text *Skillstreaming the Adolescent*, in order to make effective use of the ideas and activities presented here. Understanding of program procedures is necessary, for example, in presenting the skills effectively within the modeling and role-play situations. Background information and the specific characteristics that make modeling and role-playing most effective for learning is needed to make the best and most meaningful use of these activities.

A summary of the nine steps of Skillstreaming instruction is included in Appendix D of this book. This summary is meant not as a substitute for the program text but as a helpful review and handy reference to the basics of Skillstreaming instruction.

Skillstreaming Lessons and Activities Handouts

Materials such as student handouts used in these activities appear in **boldface type** and are included as downloadable forms from the Research Press website. An important part of the Skillstreaming teaching procedures is to direct students toward a whole group display of the skill name and its steps. This program provides these skills and skill steps as 8.5×11 downloadable skill posters. Both forms and the posters are available at www.researchpress.com/downloads. These forms and posters may be reproduced for clinical and educational use.

Situation Cards

When adolescents are first learning these skills, it is often challenging for them to generate situations in their real lives when the skill can be used. Each of the 50 skills includes 10 situation cards describing common everyday situations in which the skill could be helpful to them. The situations included are deliberately not complex or emotion-filled, as the goal of initial performance of the skill is to follow the skill steps accurately. Doing so reinforces the concept of Practice of Perfect! As students increase their understanding of when and where a specific skill can help them meet their needs, they will more quickly identify events, places, and situations the skill is needed in their real lives. When students generate their own situations and events, teachers and group leaders are encouraged to write these on blank situation cards for both modeling displays and role plays. These student-generated situations can then be added to

the packet of situation cards for the specific skill and used as overall practice and skill review.

Other Skillstreaming Materials

In addition to the program text and this Lesson Plans and Activities, other items in the Skillstreaming program for Adolescents include a Student Workbook and Group Leader's Guide to help both students and group leaders in implementing the learning procedures, a video for group leaders (*Skillstreaming the Adolescent People Skills: Doing 'em Right!*), sets of skill cards, and preprinted skill posters. These materials are not required in order to implement the program or use the lesson plans and activities in this book, but they are very helpful.

SKILL 1

Listening

Situation cards (to be used for role-play practice)

<p>The teacher is explaining a concept in a class that isn't my favorite.</p>	<p>The teacher is explaining a homework assignment.</p>
<p>My sibling had a rough day at school, and I want to listen about what happened.</p>	<p>My boss tells me what I need to do to become better at the job.</p>
<p>My friend is telling me about their weekend.</p>	<p>A parent is telling me what chores I need to do before I can go out.</p>

A classmate is giving a speech in class.

I want to learn a craft or activity. An adult is explaining how to get started.

I am in a conflict with a classmate. They are telling me their side of the story.

A relative (e.g., grandparent) is telling me a story about the past.

SAYING THANK YOU 5.6

Saying Thank You at Work

Name: _____ Date: _____

Read the following scenarios. Decide if you should thank the person at the time described. Write your answer for Why or Why Not? If you decide to thank the person in this situation, write what you might say.

1. This is Thomas's first day on the job. His manager gave him a tour of his work area and then told him that he would leave him to do his work. Would you thank the manager now?

Yes No

Why or why not? _____

If yes, what would you say? _____

2. It's break time at your work. You go to the break room, and someone has baked yummy chocolate chip cookies and offers you one. Would you thank the person who offered you the cookie?

Yes No

Why or why not? _____

If yes, what would you say? _____

3. You and your coworkers are getting instructions in a new process at work. A coworker turns to you and invites you to have lunch with the group. Would you thank the person who made this offer?

Yes No

Why or why not? _____

If yes, what would you say? _____

4. You were supposed to make copies for your boss, and the paper is stuck in the machine. You aren't able to finish your task. You ask a coworker for help and she says she doesn't know how to fix it. Would you thank the person you asked for help?

Yes No

Why or why not? _____

If yes, what would you say? _____

5. You have a conflict with your work hours this Saturday. Your boss says he has to have someone there that day. A coworker overhears and says that she will take your shift on Saturday. Would you thank the person who said she would take your shift?

Yes No

Why or why not? _____

If yes, what would you say? _____

GIVING A COMPLIMENT 8.6

Giving a Compliment Journal Page

Name: _____ Date: _____

Name of the person to compliment:

Compliment:

What I did:

What the person did:

How I felt in giving the compliment:

How I think the person felt:

KNOWING YOUR FEELINGS 15.5

A-B-C Handout

Situation	Self-Talk	Feeling
I was carrying a stack of books back to the library. Someone bumped me and I dropped them all!		
My sister borrowed my favorite shirt without asking.		
I got a good grade on a test, but other kids think I cheated.		
I tried out for the school play, but I didn't get a part.		
I started a fight in the game, And now I'm benched for the next two games.		

HELPING OTHERS 24.4

Helping Others Journal Page

Name: _____

Date: _____

Answer the following questions:

1. List some times/situations when you have been helped by someone.

2. How did it feel to receive this help?

3. In what ways could you help others?

4. What skills or abilities do you have that would be helpful to others (e.g., what are you good at doing)?

5. How do you think it will feel to help someone?

SKILL 30

Keeping Out of Fights

Situation Cards (to be used for role-play practice)

<p>A classmate is daring me to fight after school.</p>	<p>A sibling keeps telling our parent the time I get home at night.</p>
<p>A group of kids are fighting after the game and asking me to join in the fight.</p>	<p>A coworker keeps telling my boss that I make mistakes at work.</p>
<p>A classmate keeps calling me names on the way home from school (or on the bus). Other classmates say I should fight him.</p>	<p>A classmate stuck his foot out when I started walking past, and I tripped. I think he tripped me on purpose.</p>

**A classmate said
mean things about my
family (mother).**

**I'm in a bad mood, and
my sibling is teasing me
about being a wimp. I
want them to stop.**

**In gym class, a classmate
throws the basketball
really hard and hits me
in the face. I don't think
this was an accident.**

**I'm watching a show after
school, and my sister/
brother changes the channel
and won't change it back.**

SKILL 44

Deciding What Caused a Problem

Skill Overview

This skill and corresponding activities are intended to help students determine what they are responsible for in the problem and what is outside of their control.

Objective

To determine what caused a problem and accept responsibility if appropriate

Skill Steps

1. Define what the problem is.
2. Think about possible causes of the problem.
3. Decide which are the most likely causes of the problem.
4. Check out what really caused the problem.

*Before conducting the activities, be sure that students are able to see the **Deciding What Caused a Problem Skill Poster**. As you do the activities, refer to the steps on the poster as needed.*

Refining Skill Use

► 44.1 MATERIALS—Copies of **Cause of a Problem Worksheet**

Have the students form pairs and hand out copies of the worksheet. Explain that they should read each brief scenario and then decide the following:

- what you are responsible for
- what is outside of your control

When completed, have the pairs share their decisions with the large group.

► **44.2 MATERIALS**—Marker board and markers; **Cartoon Worksheet**

Explain that sometimes small problems turn into big problems if we don't deal with them when they are small ones. For example, if we don't do our work in a class for a few days, it gets very challenging to get caught up. Then, we tend to think it's a lost cause, and the problem keeps getting bigger.

Together, generate a list of problems experienced by the students, and list these on the board. Then, hand out copies of the worksheet. Divide the students into pairs or small groups, and have them draw pictures or write in the boxes about how a small problem can become a large issue.

When completed, ask the pairs or groups to share their cartoons.

Skillstreaming the Adolescent

Student Workbook

Ellen McGinnis

Student Workbook Overview

Strong interpersonal skills are essential for adolescents preparing to navigate the challenges of adulthood. The *Skillstreaming Adolescent Student Workbook* is designed to reinforce the 50 social-emotional skills introduced in the core curriculum through structured practice and real-world application.

Featuring 30 engaging activities, the workbook helps students build essential skills such as starting conversations, asking for help, managing emotions, handling stress, and finding alternatives to aggression. Through repeated, guided use across a variety of situations, students deepen their understanding and strengthen their ability to apply these skills in everyday life.

The Student Workbook is available as part of a packet that includes 10 workbooks and a comprehensive Group Leader's Guide. Together, these resources provide educators, clinicians, and school counselors with clear, step-by-step guidance for implementing the Skillstreaming program. The structured activities not only support skill development but also help students recognize important social nuances that contribute to successful interactions.

The workbook supports both new and experienced group leaders by organizing the teaching process while encouraging active student participation. It also promotes family involvement by giving students opportunities to share their progress and practice skills beyond the learning environment.

Additional Skillstreaming materials, including Skill Cards and Skill Posters, further reinforce key program objectives.

Student Workbook Highlights

The workbook introduces students to the Skillstreaming approach and helps them build confidence in using prosocial skills. It also emphasizes important factors for success, such as choosing appropriate times and settings, interpreting body language, and understanding emotions.

Parent Connection

When students share their workbook and progress with parents or caregivers, it encourages continued practice and support outside of structured sessions.

Group Leader's Guide

Included in the packet, the Group Leader's Guide provides detailed, page-by-page instructions for using the Student Workbook. It also offers practical teaching tips, extension activities, and reproducible materials such as skill posters, skill cards, and role-play resources to enhance instruction.

Note: For effective implementation, the core program book Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills should be used prior to incorporating additional Skillstreaming materials.

Available only as a packet of 10 Student Workbooks and one Group Leader's Guide.

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Summary

Introduction

It is well accepted today that a youth's social competence relates to more positive outcomes as adults (Gabrieli, Ansel, & Krachman, 2015). In their review of 75 studies of school-based social emotional learning, Sklad and colleagues cited that most studies reported an increase in social skills and a decrease in antisocial behavior (Sklad, Diekstra, Ritter, & Gravesteyn, 2012). 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, and positively impacts their 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 Adolescent: A Guide for Teaching Prosocial Skills (McGinnis, 2012) describes a comprehensive, evidence-based approach to teaching social skills to adolescents. Anyone planning to develop a Skillstreaming program will want to acquire a thorough knowledge of the procedures in this program text.

Many practitioners have asked just how to begin Skillstreaming instruction. To address this need, the leader's guide and student workbook were developed as I reflected on my own beginning instruction. In addition, 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 leaders and others. This leader's guide and the accompanying student workbook will further assist leaders in introducing and guiding this learning through step-by-step procedures.

Specifically, the guide and workbook include three separate sections with discussion points or activities that create important interactions between the leader and learners. Section 1 guides the learners through the four key parts of Skillstreaming: modeling, role-play, feedback, and

generalization by learning a single skill: Starting a Conversation. Section 2 structures the teaching and learning of important concepts and sub-skills needed in skill performance such as understanding non-verbal communication, costs and benefits of choices, and communication skills to enhance the effectiveness of Skillstreaming. 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. Group leaders may then expand this learning by creating other activities depending on the needs of the learners.

The student 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. Group leaders can easily communicate what students are learning by asking students to take home the workbook following the completion of each section, as well as other times if desired. When parents know more about the program, they are more willing and able to support their adolescent's skill practice outside the training setting.

To conduct the activities, you'll need a whiteboard or easel pad. Before using the workbook, it is also helpful to prepare the following items, included in the appendix:

- Parts to Skillstreaming Poster
- Starting a Conversation Skill Poster
- Starting Conversation Skill Cards (optional)

References

- Gabrielli, C., Ansel, D., & Krachman, S. B. (2015). *Ready to be counted: The research case for education policy action on non-cognitive skills*. Boston, MA: Transforming Education.
- Sklad, M., Kieksstra, R., Ritter, M. D., Ben, J. & Gravesteyn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in the Schools*, 49(9), 892–909.

Section 2

Helpful Strategies

Body Language: Aggressive, Passive, Assertive

In addition to expressing a feeling, body language can also communicate power over others, avoiding a problem or situation, or trying to resolve an issue. We think about these types of body language as aggressive, passive, or assertive. You will now read more about these.

Aggressive

Aggressive, nonverbal behavior might include leaning toward another person or standing too close. The aggressive person may make a fist, put hands on hips, or tightly fold his or her arms in front of the body. Facial expressions can also show aggression—clenching teeth, frowning, and so forth. The aggressive person may stare directly at someone else’s face without looking away. An aggressive person is often thought of as mean.

Passive

Unassertive or passive behavior is the opposite of aggressive action. For example, if a person is unassertive, he or she may stand back or too far away from another with a slumped posture. The person’s hands may be behind his or her back. The person may look down toward the ground instead of at the other person. The expression on the person’s face may be one of uncertainty. A passive person will likely try to avoid a problem.

Assertive

When a person acts assertively, he or she stands at a comfortable distance, makes eye contact but looks away from time to time, and shows good listening behaviors—for example, head nodding. Facial expressions are friendly. Overall, an assertive person’s actions show self-confidence. Assertive people are often thought of as competent or brave.

Your voice tone, volume, and rate of speech also give meaning to what you say. For example, if you get home late, a parent may tell you “I’m glad you’re finally home.” If he or she says this in a loud voice, slowly, and with emphasis on the word

finally, you may feel that the statement is angry. On the other hand, if the voice tone is soft and the volume is low, with emphasis on the word home, the statement may instead show relief. We'll talk about verbal body language more in the next activity.

Giving helpful suggestions about nonverbal messages during Skillstreaming role-plays will help the main actor be more aware of his or her nonverbal communication. When you use the Skillstreaming skills in real life, it is very important to think about these nonverbal ways of communicating.

Activity 2.1—Body Language: Aggressive, Passive, Assertive

Read the following feeling words. Decide what feelings might go along with being aggressive, passive, or assertive.

Worried	Confident	Lonely	Sad
Angry	Frustrated	Confused	Anxious
Proud	Afraid	Surprised	Excited
Jealous	Hopeless	Insignificant	Contented
Offended	Left Out	Cheerful	Scared

Insert the descriptive feelings from the list above into the chart below, placing them under the most accurate description:

Aggressive	Passive	Assertive
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Activity 2.2—The Words We Use

Many times we can determine a passive, assertive, or aggressive manner by what is actually said. Decide if these statements are passive, aggressive, or assertive by placing a check mark under the appropriate word. Then, talk about your decisions in the large group.

Statement	Passive	Aggressive	Assertive
I don't know what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know that I can make a choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You aren't worth anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I might make mistakes, but I am responsible for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others don't consider my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'll get my way no matter who I step on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm sorry. I'm sorry. What did I do wrong? I'm so sorry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't make others do something, but I can control myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get my needs met in respectful ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You owe me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity 2.3—Feelings

Many times, how you feel impacts the choices you make. The same situation, however, does not prompt the same feeling in everyone. Some people feel sensitive to certain situations or problems that others may not. Some typical feelings include:

Afraid	Anxious	Confused	Proud
Jealous	Sad	Worried	Confident
Angry	Surprised	Excited	Lonely
Frustrated	Embarrassed	Hopeful	Determined

Read the following situations. Write what feelings this event may prompt for you. Write the feeling next to the situation. If the situation doesn't prompt any feelings, write "no feeling".

Situation	Feeling/No Feeling
You need to talk with your teacher about a project you failed.	_____
Your parent(s) accused you of leaving the kitchen a mess.	_____
A boy/girl you have liked for a while asks you to a school dance.	_____
You need to call your parent(s) and tell them you were suspended for fighting.	_____
You stayed out past your curfew.	_____
Your best friend didn't include you in an activity.	_____
In a sport, you didn't play well. Others laughed.	_____
You worked hard, and the teacher complimented you on your work.	_____
You are being repeatedly teased by a classmate.	_____
Your sister/brother borrowed your favorite sweater without asking.	_____
You are getting an "A" in a class and your classmates call you "teacher's pet".	_____
Your friends want you to steal clothes from a store.	_____

Skillstreaming the Adolescent

Student Manual

Arnold P. Goldstein and Ellen McGinnis

with Robert P. Sprafkin, N. Jane Gershaw,
and Paul Klein

Student Manual Overview

The *Skillstreaming Adolescent Student Manual* is a clear, concise reference designed to help students—and their parents or guardians—understand the goals and structure of the Skillstreaming program.

It introduces each concept and skill in an accessible format, building a strong foundation for independent learning and real-world application. The manual provides an overview of the full Skillstreaming experience so students can better understand what is involved in the training process.

It also explains the program’s four-part training approach and organizes skill steps by category to support easier understanding and navigation. In addition, skills are listed alphabetically for quick reference.

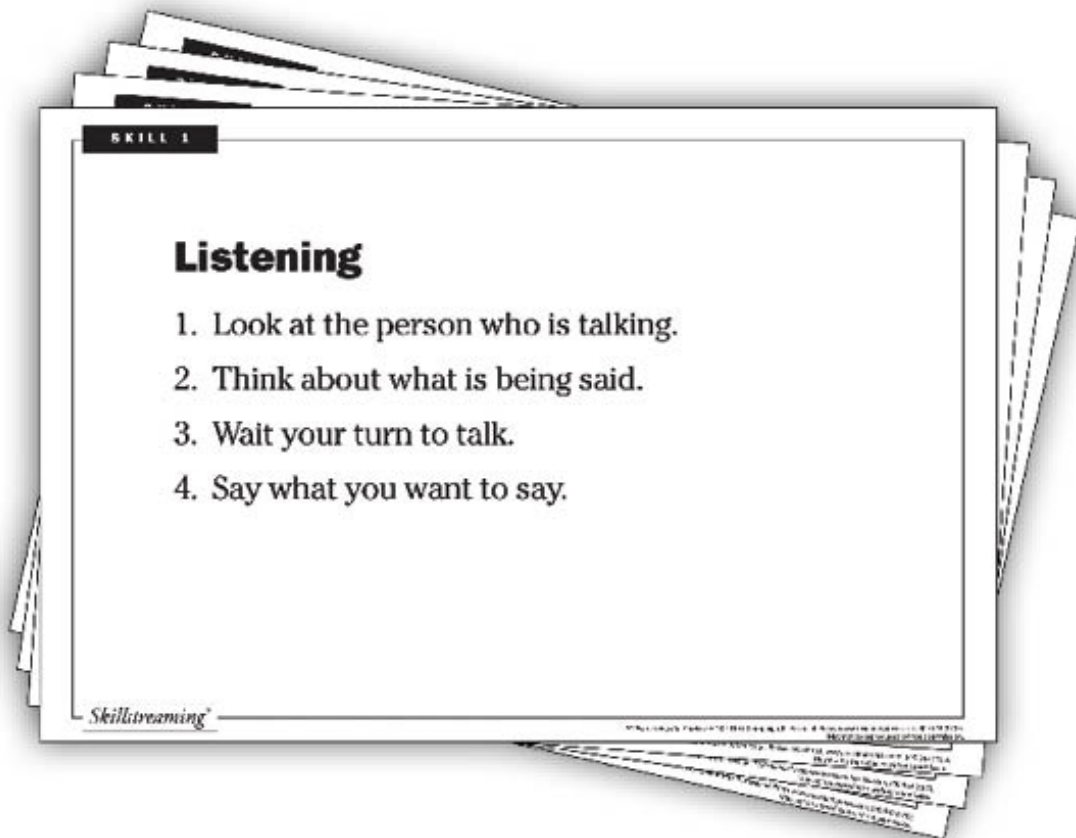
The manual emphasizes the importance of practicing skills in everyday interactions with a variety of people and includes guidance on completing homework assignments, helping students understand the purpose and value of continued practice beyond the learning setting.

Note: For effective implementation, the core program book *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills* should be used prior to incorporating additional Skillstreaming materials.

Table of Contents

1. Introduction to Skillstreaming—Includes a Student Skill Checklist to Help Identify Skill Strengths and Weaknesses
2. Skillstreaming Methods—Briefly Describes Modeling, Role Playing, Feedback, and Transfer (Homework)
3. Skillstreaming in Action—Provides a Step-By-Step Example of the Skill-learning Process
4. Skill Homework—Includes Detailed Instructions and a Sample Homework Report
5. Skillstreaming Skills—Lists the 50 Skills and Provides a Brief Rationale for Skill Learning
 - Group I Beginning Social Skills
 - Group II Advanced Social Skills
 - Group III Skills for Dealing with Feelings
 - Group IV Skill Alternatives to Aggression
 - Group V Skills for Dealing with Stress
 - Group VI Planning Skills
6. Making It All Work—Covers Nonverbal Communication, What to Do When a Skill Does Not Bring About a Desired Outcome, Skill Shifting, Skill Combinations, and More

Skill Posters



Skill Posters Overview

The *Skillstreaming Adolescent Skill Posters* are a set of 50 vibrant 18" × 12" visual supports designed to reinforce the prosocial skills presented in *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills*.

Each poster clearly outlines the behavioral steps for one of the 50 skills taught in the curriculum. The skills are organized into the following categories:

- Beginning Social Skills
- Advanced Social Skills
- Skills for Dealing with Feelings
- Skills for Dealing with Aggression
- Skills for Dealing with Stress
- Planning Skills

Designed for display in classrooms, counseling offices, or group settings, these posters provide a consistent visual reference that helps adolescents understand, remember, and apply key skill steps.

By presenting each skill in a clear and accessible format, the posters support ongoing reinforcement and encourage consistent use of prosocial behaviors across settings.

Note: For effective implementation, the core program book *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills* should be used prior to incorporating additional *Skillstreaming* materials.

List of Poster skills

Group I—Beginning Social Skills

1. Listening
2. Starting a Conversation
3. Having a Conversation
4. Asking a Question
5. Saying Thank You
6. Introducing Yourself
7. Introducing Other People
8. Giving a Compliment

Group II—Advanced Social Skills

9. Asking for Help
10. Joining In
11. Giving Instructions
12. Following Instructions
13. Apologizing
14. Convincing Others

Group III—Skills for Dealing with Feelings

15. Knowing Your Feelings
16. Expressing Your Feelings
17. Understanding the Feelings of Others
18. Dealing with Someone Else's Anger
19. Expressing Affection
20. Dealing with Fear
21. Rewarding Yourself

Group IV—Skill Alternatives to Aggression

22. Asking Permission
23. Sharing Something
24. Helping Others
25. Negotiating
26. Using Self-Control
27. Standing Up for Your Rights
28. Responding to Teasing
29. Avoiding Trouble with Others
30. Keeping Out of Fights

Group V—Skills for Dealing with Stress

31. Making A Complaint
32. Answering a Complaint
33. Being a Good Sport
34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing Up for a Friend
37. Responding to Persuasion
38. Responding to Failure
39. Dealing with Contradictory Messages
40. Dealing with an Accusation
41. Getting Ready for a Difficult Conversation
42. Dealing with Group Pressure

Group VI—Planning Skills

43. Deciding on Something to Do
44. Deciding What Caused a Problem
45. Setting a Goal
46. Deciding on Your Abilities

47. Gathering Information
48. Arranging Problems by Importance
49. Making a Decision
50. Concentrating on a Task