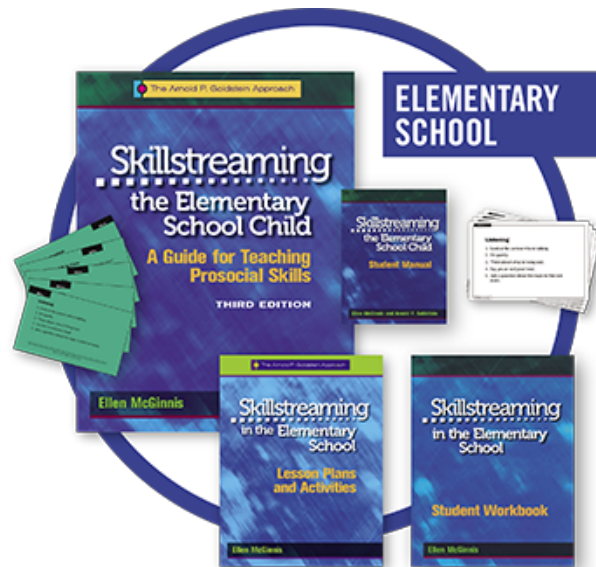


Skillstreaming the Elementary School Child Product Bundle Overview



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.

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 Elementary School Child employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to elementary school students.

This book provides a complete description of the Skillstreaming program, with instructions for teaching 60 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.

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

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 program book (*Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills*) before attempting to utilize other Skillstreaming products in the elementary category.

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Introduction

Today's elementary students deal with the same behavioral concerns students experienced decades ago—noncompliance, peer confrontations, failure to participate in academic or social activities, and so forth. Although these concerns continue, classrooms include increasingly violent and aggressive students, as well as students who in their profound social isolation lack a sense of belonging. It is not uncommon to hear teachers comment that students come to school with more problems than ever before and further ask, “How can we even begin to address these concerns?” School administrators often lament the amount of time they spend on student discipline, wondering where they will find the time for proactive leadership. And, in tough economic times, when parents must come to the school for a mid-day conference due to their child's inappropriate behavior or stay home because their child has been suspended, they understandably worry they may lose their jobs. Community members are involved as well, most frequently when violent incidents occur, and it is now somewhat common to read news reports about school violence.

In addition, the current generation of elementary schools has a much higher expectation to enhance services to all students. Federal legislation requires increased accountability for schools to advance student achievement, to close achievement gaps between groups of students, and to set the stage for more students to become socially and academically successful in order to increase graduation rates. In an increasing num-

ber of schools across the country, teachers are held accountable for their students' individual test scores and student behavior through the teacher evaluation process.

Behavioral concerns in schools and other settings have a profound impact on the individual child who is struggling but also on the teacher, peers in the classroom, school leadership, parents, and the community. Such concerns are illustrated in the following real-life scenarios:

In one elementary classroom, Ann's teacher often becomes irritated as Ann tries to get attention from others by laughing at classmates when they answer a question. She tries to join in the conversations and activities of other girls by making comments that are interpreted by her peers as rude. Ann spends recess time by herself, occasionally trying to join an ongoing activity by making an unrelated, silly remark. Ann's mother expresses her concern that Ann doesn't seem to have any friends.

In a third-grade classroom, Enrique doesn't understand the school expectations. He struggles with following directions and fails to share materials to complete group projects. It seems he is always where he isn't supposed to be, wandering about the classroom. He doesn't return to his seat when asked to do so by his teacher. Classmates are beginning to tease him, and Enrique often pushes and pokes other students in response. He has also been in physical fights in the school hallway and playground. The teacher feels helpless because it seems no matter what

Enrique is asked to do, a classroom disruption will be forthcoming. Enrique's parents are concerned because they know the importance of his success in school.

In still another elementary classroom, Mario is very quiet in class, his academic work is average, and he does not listen to what the teacher asks him to do. His teacher has noticed that Mario is often alone in social situations and seems to withdraw if a peer challenges him. One day at recess, Mario takes a knife from his backpack and threatens a student who apparently has provoked him. Mario's teacher is alarmed at this action. Mario is suspended from school, and Mario's father must miss work to supervise him at home.

WHY TEACH SOCIAL SKILLS?

How can teachers deal with these typical types of student concerns? Can teaching social skills change such scenarios? Research has demonstrated benefit for students across age and skill levels. For example, instruction in social skills has been shown to positively impact elementary-age children (Denham, Hatfield, Smethurst, Tan, & Tribe, 2006; Maddern, Franey, McLaughlin, & Cox, 2004), elementary-age students (Gresham, Van, & Cook, 2006; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Lo, Loe, & Cartledge, 2002), and adolescents (Cook, Gresham, Kern, Barreras, & Crews, 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, Bolker, & Nida, 2006; Tse, Strulovitch, Tagalakakis, Meng, & Fombonne, 2007).

Social skills deficits have been the target of considerable research scrutiny, and it is well accepted today that a child's lack of social compe-

tence relates to later negative outcomes (Walker, Ramsey, & Gresham, 2004). For most students, because of 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 high school (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000). Planned and direct instruction in social skills is of benefit to students themselves because it empowers them 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 et al., 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 strategy designed to systematically teach social skills to address the needs of students who display aggression, immaturity, withdrawal, or other problem behaviors. For elementary-age students, this means skills to successfully navigate their school environments, follow teacher expectations, deal with peer and adult conflict, and deal with the many feelings typical of students in this age group. The Skillstreaming process focuses on four principles of learning. These learning procedures—modeling, role-playing, performance feedback, and generalization training—have been used to teach a variety of behaviors, from academic competencies to sports, daily living skills, and vocational skills. They are applied in Skillstreaming to teach students desirable social 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 children'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 within his or her skill repertoire. 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 child seems continually to react in the same inappropriate way despite efforts to address the behavior. This assumption allows teachers to focus on proactive instruction instead of reacting to the child's misbehavior as if it were done purposefully to create problems. In addition, the assumption of skill deficit sets the stage for instruction in social skills that the student may actually use and that the teacher can therefore prompt. 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 Skillstreaming workshops for trainers, the skill-deficit model is readily illustrated by asking participants to think of a time they agreed to do something asked by a friend, relative, or acquaintance but which they really did not want to do. Most participants quickly identify situations in which, as adults, they have felt pressured into doing something they didn't want to do, whether it was allowing a neighbor to borrow the lawn mower or taking on extra job responsibilities. In a practice environment, group members are asked to respond to such requests by Saying No (Skill 55). The majority of participants experience difficulty with this skill, even in the practice setting! Yet many times the expectation is that students, even at the elementary level, will be able to resist peer pressure by quickly and emphatically expressing their feelings appropriately.

Researchers in the area of social skills training—for example Gresham, Sugai, and Horner (2001), Gresham (2002), and Gresham et al. (2006)—advocate that practitioners consider the difference between a skill deficit (can't) and a performance deficit (won't). These authors explain that a child with a skill deficit lacks the knowledge of how to perform a skill or how to select which skill is appropriate in a given situation. Other children, like the workshop participants just described, 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 others may know how to carry out a skill but fail to do so because of lack of positive reinforcement (a performance deficit). Some children with increased social anxiety have a social information processing deficit (Crick & Dodge, 1994; Raine et al., 2006). In other words, they experience errors in how they think about and respond 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 skill deficit, with particular emphasis

placed on addressing the type of deficit throughout the Skillstreaming instructional process.

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 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, 2006). 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 divide and expect that they will be able to complete division problems. 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 Improve School Climate

Creating a welcoming and positive school climate is recognized as a critical factor in increasing academic learning. Historically, educational interventions dealing with student behavior problems have concentrated on strategies to diminish or extinguish behaviors of concern (e.g., time-out, loss of privileges). Although reinforcement strategies are effective 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 useful as part of a comprehensive behavior intervention plan, overemphasis may further discourage children with behavior problems. For these students, positive feelings about school and learning itself are unlikely. Creating a better bal-

ance of positive to negative consequences is necessary to foster a positive school climate.

Teaching prosocial skills provides the elementary school child 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. 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 an elementary-age child with difficult behaviors often includes the phrase "poor self-esteem." Counselors, teachers, and others often struggle to design interventions that improve the child's positive feelings about himself or herself. One way of addressing this issue is to teach the student to be more competent. The traditional focus on academic competence recognizes that such competence contributes to the child'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, emphasis on such programs alone may reinforce in students the idea that adults are the dispensers of all rewards and punishments. The child may learn to believe that whatever he or she might do or however he or she 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 2), as well as organizational skills such as Following Instructions (Skill 5). The child with an identified attention deficit may have a particular need to learn the skills of Completing Assignments (Skill 6) and Ignoring Distractions (Skill 10). Children with more severe disabilities, such as autism or cognitive disabilities, can be taught a variety of social skills to enhance 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 but 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 none 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.

A Strategy to Help Prevent Violence and Aggression

As discussed in more detail later in this introduction, a need exists 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 one method of doing just that.

SKILLS FOR ELEMENTARY SCHOOL CHILDREN

Social skills, as defined by Gresham (1998a) are “socially acceptable learned behaviors enabling individuals to interact effectively with others and avoid or escape socially unacceptable behaviors exhibited by others” (p. 20). Caldarella and Merrell (1997) reviewed studies conducted using social skills rating scales or inventories and found five broad dimensions of social skills, including peer relation skills, self-management skills, academic skills, compliance skills, and assertion skills. Gresham et al. (2006) took a somewhat different perspective and identified two categories: *replacement behaviors*, which are the skills that serve the same function or purpose as the problem behavior, and *socially valid skills*, or those that include a set of competencies to enhance initiating and maintaining positive relationships, facilitate peer acceptance and friendships, contribute to satisfactory school adjustment, and

allow students to cope with and adapt to the social demands of the given environment.

The 60 skills in this curriculum, shown in Table 1, involve those social behaviors believed to be related to peer acceptance (Dodge, 1983; Greenwood, Todd, Hops, & Walker, 1978); school success, including self-control and cooperation (Cartledge & Milburn, 1980; Lane, Givner, & Pierson, 2004; Lane, Wehby, & Cooley, 2006); and social success (Chen, 2006; Fox & Boulton, 2003; Spivack & Shure, 1974; Warden & MacKinnon, 2003), as well as those likely to enhance children's personal satisfaction (Goldstein & McGinnis, 1997). Additional prosocial skills have been selected to teach alternatives to the maladaptive behaviors often employed by unpopular or rejected children, such as poor cooperation (Coie & Kupersmidt, 1983; Meier, DiPerna & Oster, 2006), anxiety (Buhremester, 1982), disruptive behaviors (Dodge, Coie, & Bralke, 1982), poor interpersonal problem solving (Chen, 2006), and verbal and physical aggression (Dodge et al., 1982). In addition, social skills include those related to academic performance, such as the ability to work in groups and respond appropriately to adult correction and other feedback, and building and maintaining friendships (Gresham et al., 2001).

UNDERSTANDING VIOLENCE AND AGGRESSION

Although Skillstreaming is effective in changing the behavior of children and adolescents displaying a wide range of skill deficits, it is particularly effective in providing alternatives to aggression. Because aggression is such a problem among children and youth in schools and other settings, an overview of its causes and characteristics is important for teachers, support staff, administrators, and others involved in implementing Skillstreaming.

General factors associated with increased violence in schools and communities include frequent exposure to violence through the media, violent role models, health factors such as

prenatal substance abuse, poverty, inadequate or abusive parenting, lack of social skills, discrimination, and lack of educational and job opportunities (National Association for the Education of Young Children, 1993). School demographics, such as the school level (elementary, middle, high school), neighborhood crime rate, and school location (city, urban fringe, rural), are additional factors impacting both crime and school disruptions (Nickerson & Martens, 2008).

Although a predisposition toward violent behavior may exist as a result of hereditary, hormonal, or biological factors (e.g., traumatic head injury), aggression is primarily a learned behavior. John Reid, clinical psychologist and director of the Oregon Social Learning Center in Eugene, has analyzed numerous studies suggesting that the two strongest predictors of violence and delinquency are ineffective, harsh, abusive, emotional discipline and lack of parental supervision (Bourland, 1995). Patterson, Reid, Jones, and Conger (1975) discuss these actions by describing a cycle of aggression that begins with coercive parenting. In this cycle, the parent reacts to the child in a hostile, threatening, or irritated manner. The parent is inconsistent in his or her discipline, at times providing very tight supervision and at other times providing almost no supervision at all. Discipline is characterized by yelling and corporal punishment. At times, the child will comply with the parent's coercion, providing a natural reward for the parent's disciplinary action. At other times, the child will act coercively in return—yelling, threatening, hitting, and so on.

As children so parented grow older, they deal with peer confrontations in a similar manner. If they want a toy, they take it. If they don't like something another child has said, they hit or kick. Other children (or these children's parents) react by not including aggressive children, thus limiting the positive models from whom aggressive children can learn alternative behaviors and leading to social isolation. As aggressive children reach school age, they fulfill their need to have friends by seeking out peers who react similarly.

Table 1: Skillstreaming Curriculum for Elementary Students

Group I: Classroom Survival Skills

1. Listening
2. Asking for Help
3. Saying Thank You
4. Bringing Materials to Class
5. Following Instructions
6. Completing Assignments
7. Contributing to Discussions
8. Offering Help to an Adult
9. Asking a Question
10. Ignoring Distractions
11. Making Corrections
12. Deciding on Something to Do
13. Setting a Goal

Group II: Friendship-Making Skills

14. Introducing Yourself
15. Beginning a Conversation
16. Ending a Conversation
17. Joining In
18. Playing a Game
19. Asking a Favor
20. Offering Help to a Classmate
21. Giving a Compliment
22. Accepting a Compliment
23. Suggesting an Activity
24. Sharing
25. Apologizing

Group III: Skills for Dealing with Feelings

26. Knowing Your Feelings
27. Expressing Your Feelings
28. Recognizing Another's Feelings
29. Showing Understanding of Another's Feelings
30. Expressing Concern for Another

31. Dealing with Your Anger
32. Dealing with Another's Anger
33. Expressing Affection
34. Dealing with Fear
35. Rewarding Yourself

Group IV: Skill Alternatives to Aggression

36. Using Self-Control
37. Asking Permission
38. Responding to Teasing
39. Avoiding Trouble
40. Staying Out of Fights
41. Problem Solving
42. Accepting Consequences
43. Dealing with an Accusation
44. Negotiating

Group V: Skills for Dealing with Stress

45. Dealing with Boredom
46. Deciding What Caused a Problem
47. Making a Complaint
48. Answering a Complaint
49. Dealing with Losing
50. Being a Good Sport
51. Dealing with Being Left Out
52. Dealing with Embarrassment
53. Reacting to Failure
54. Accepting No
55. Saying No
56. Relaxing
57. Dealing with Group Pressure
58. Dealing with Wanting Something That Isn't Yours
59. Making a Decision
60. Being Honest

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

Thus, the main characteristics of children who are the targets of coercive parenting are inadequate social skills and high levels of aggression both in and out of school.

A cycle similar to the one described by Patterson and colleagues (1975) in the home environment can often be seen in school. The child who refuses to follow directions in school may be yelled at by the teacher. The one who verbally threatens to hit a peer may be threatened with punishment. The teacher's aggression (e.g., yelling, punishing) may further intensify the student's anger and problem behavior (Gemelli, 1996). Adults displaying such actions provide a powerful negative model for dealing with conflict, inadvertently teaching undesirable behaviors.

Aggressive children have been found to generate fewer alternative solutions when presented with problem situations, and their repertoires of solutions include fewer nonaggressive options (Camodeca, Goossens, Schuengel, & Terwogt, 2003). Instead, aggressive children offer more action-oriented solutions, such as pushing and fighting (Asarnow & Callan, 1985). Further, aggressive children anticipate that more positive outcomes and fewer negative outcomes will occur after an act of aggression (Hubbard, Dodge, Cillessen, Coie, & Schwartz, 2001).

Dodge, Lockman, Harnish, Bates, and Pettit (1997) and Crick and Dodge (1996) distinguish between two types of aggression: reactive and proactive. *Reactive aggression* is a response to frustration and the result of a child's diminished capacity for self-control. Aggressive behavior thus serves as a defense against a peer who is perceived as harmful. As stated by Guerra, Boxer, and Kim (2005), "An aggressive child is more likely to attend to aggression-promoting cues (e.g., being bumped into by a peer) and less likely to properly address prosocial cues (e.g., the peer subsequently apologizing)" (p. 279). The child's perception of hostile intent in results in a retaliatory response often accompanied with anger and high levels of social anxiety. *Proactive aggression* is a less emotional and more object-directed and

organized response, likely driven by the expectation of receiving a reward. Proactive aggression, used to coerce or influence another, has been associated with criminal behavior (Raine et al., 2006).

Crick and Dodge (1994) hypothesize that reactive aggression is the result of a child's social information processing deficit. In other words, there are errors in how a child thinks about and therefore responds to social cues. The child approaches social situations based on both biological capacity and "a database of memories of past experiences" (p. 76). The child's response is dependent upon how these cues or events are processed. In this model of social information processing, the child's ongoing social experiences will contribute to his or her social knowledge in both quantitative and qualitative ways. Therefore, it is important to build the child's social knowledge by teaching alternative prosocial options.

INCLUDED IN THIS BOOK

This book provides a clear guide to understanding and using the Skillstreaming program with elementary-age children. Part 1 includes chapters devoted to program content and implementation. Part 2 provides Skill Outlines and Homework Reports for each of the 60 skills in the curriculum.

Chapter 1, "Effective Skillstreaming Arrangements," describes the procedures necessary to plan and begin Skillstreaming at the elementary level. Discussion concerns the 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 generaliza-

tion 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 with two leaders and a group of children in an elementary classroom. 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 Responding to Teasing (Skill 38).

A challenge in intervention work is to match the intensity of the child’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 included 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, “Teaching for Skill Generalization,” examines approaches to enhance transfer and maintenance of skill learning.

Chapter 6, “Managing Behavior Problems,” addresses issues in the group reflecting deficient motivation and heightened resistance and describes a framework of universal, targeted, and individual strategies for enhancing motivation 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 60 skills for the elementary-age 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, and suggested situations for modeling displays. Outlines, reports, and forms may be reproduced from this book or downloaded from www.researchpress.com.

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 downloaded from www.researchpress.com. 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 that are helpful in the Skillstreaming group and in general.

Skill 5: Following Instructions

SKILL STEPS

1. Listen carefully to the instructions.

Remind students that they should think about what is being said.

2. Ask questions about anything you don't understand.

Teach students Asking for Help (Skill 2) or Asking a Question (Skill 9).

3. Repeat the instructions to the person (or to yourself).

This step is necessary to be sure students clearly understand the directions.

4. Follow the instructions.

SUGGESTED MODELING SITUATIONS

- ▶ *School:* A teacher explains an assignment.
- ▶ *Home:* Your mom or dad gives you instructions on how to cook or how to do a chore.
- ▶ *Peer group:* A friend gives you directions for getting to his/her house.
- ▶ *Community:* A security guard at the mall explains rules for behavior.

COMMENTS

For students to perform this skill successfully, they must be able to complete the task required of them independently. The skill will only frustrate them if they follow the steps and then find that the task is too difficult.

Sample Homework Report I

Skill 32: Dealing with Another's Anger

Name Chloe Date November 15

SKILL STEPS

1. Listen to what the person has to say.
2. Think about your choices:
 - a. Keep listening.
 - b. Ask why the person is angry.
 - c. Give the person an idea to fix the problem.
 - d. Walk away for now.
3. Act out your best choice.

FILL IN NOW

With whom will I try this? My brother.

When? After school.

FILL IN AFTER YOU PRACTICE THE SKILL

What happened? He was mad cause he was grounded. I listened. I asked him if he wanted to watch TV with me. He didn't hit me.

How did I do?



Why did I circle this? I listened. I made a good choice.

Sample Homework Report 2

Skill 54: Accepting No

Name Bobby Date January 10

SKILL STEPS

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

When did I practice?

How did I do?

I got grounded.



Asked Jacob to come over.



I wanted a new video game.



Had to do work at recess.



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

Instructions

Materials to Class

for this class?"

You

at in

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 3×5" Skill Cards provide a convenient way for students to practice and reinforce the 60 prosocial skills taught in *Skillstreaming the Elementary School Child*.

Each skill includes eight cards that outline the key behavioral steps, making it easier for students to review and apply what they have learned. In total, the set includes 480 elementary skill cards.

The cards can be used in group sessions, one-on-one support, or independent practice. They are especially useful during role-play activities, class discussions, and as reminders for handling real-life social situations. Students can also use the cards outside of sessions for continued practice, while educators and counselors can use them to guide skill development.

List of Skill Card skills

Group I Classroom Survival Skills

1. Listening
2. Asking for Help
3. Saying Thank You
4. Bringing Materials to Class
5. Following Instructions
6. Completing Assignments
7. Contributing to Discussions
8. Offering Help to an Adult
9. Asking a Question
10. Ignoring Distractions
11. Making Corrections
12. Deciding on Something to Do
13. Setting a Goal

Group II Friendship-Making Skills

14. Introducing Yourself
15. Beginning a Conversation
16. Ending a Conversation
17. Joining In
18. Playing a Game
19. Asking a Favor
20. Offering Help to a Classmate
21. Giving a Compliment
22. Accepting a Compliment
23. Suggesting an Activity
24. Sharing

25. Apologizing

Group III Skills for Dealing with Feelings

26. Knowing Your Feelings

27. Expressing Your Feelings

28. Recognizing Another's Feelings

29. Showing Understanding of Another's Feelings

30. Expressing Concern for Another

31. Dealing with Your Anger

32. Dealing with Another's Anger

33. Expressing Affection

34. Dealing with Fear

35. Rewarding Yourself

Group IV Skill Alternatives to Aggression

36. Using Self-Control

37. Asking Permission

38. Responding to Teasing

39. Avoiding Trouble

40. Staying Out of Fights

41. Problem Solving

42. Accepting Consequences

43. Dealing with an Accusation

44. Negotiating

Group V Skills for Dealing with Stress

45. Dealing with Boredom

46. Deciding What Caused a Problem

47. Making a Complaint

48. Answering a Complaint

49. Dealing with Losing
50. Being a Good Sport
51. Dealing with Being Left Out
52. Dealing with Embarrassment
53. Reacting to Failure
54. Accepting No
55. Saying No
56. Relaxing
57. Dealing with Group Pressure
58. Dealing with Wanting Something That Isn't Yours
59. Making a Decision
60. Being Honest

Skillstreaming in the Elementary School

Lesson Plans and Activities

Ellen McGinnis

Lesson Plans and Activities Overview

An engaging component designed to supplement the curriculum detailed in *Skillstreaming the Elementary School Child*. This comprehensive resource provides the materials needed to sustain skill instruction, enhance students' skill mastery, and most important – to refine skill use for dealing with more complex, real-life situations in and outside of the classroom.

The 312-page manual features 600 easy-to-use lesson plans and related activities. Downloadable reproducibles contain over 200 printable forms necessary for implementing the lesson plans. Students learn important strategies such as goal setting, problem solving, impulse control, cooperating, anticipating consequences, and thinking aloud. Activities are provided for at least one week of supplementary instruction for each of the 60 skills in the elementary curriculum.

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

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- Group II: Friendship Making Skills
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Appendix D: Summary of Skillstreaming Teaching Procedures

References

Bibliography of Children's Literature

Introduction

The purpose of *Skillstreaming in the Elementary School: Lesson Plans and Activities* is to give teachers, counselors, child care providers, and others who implement Skillstreaming the support they need to sustain prosocial skills instruction and to take this instruction beyond the doors of individual classrooms. As the program book *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills* (McGinnis, 2012) details, direct instruction is clearly necessary for children to acquire the skills. However, students also need to practice the skills in the context of their daily lives.

This collection of lesson plans structures activities to encourage student practice throughout the day and in a variety of situations and settings. When behavioral skill learning is part of the classroom's daily routine, when teachable moments are used to prompt and coach desirable behavior, and when skill instruction occurs in areas of the school beyond the classroom, the school environment becomes a more supportive and positive place for educators and students alike.

Toward this end, then, this book includes a wide variety of teacher-friendly lesson plans and activities to sustain instructional effort and enhance students' skill mastery. Activities are included for each of the 60 skills in the *Skillstreaming the Elementary School Child* program book, and the skills are grouped accordingly:

Group I: Classroom Survival Skills

Group II: Friendship-Making Skills

Group III: Skills for Dealing with Feelings

Group IV: Skill Alternatives to Aggression

Group V: Skills for Dealing with Stress

Numerous examples of typical school, home, and community situations in which the skills are useful are offered to help students apply their understanding outside the classroom or other group-training setting.

Reproducible Forms for Download

The forms that accompany this book include over 200 helpful charts, worksheets, and other items to enhance the effectiveness of skills teaching. Teachers and other group leaders are free to download and reproduce these items at www.researchpress.com/downloads. When the lesson plans call for the use of a worksheet or form from the downloads, the name of that item is given in **boldface** type in this book.

Areas of Special Concern

Before detailing the format of the lesson plans, use of Skillstreaming materials, and practical considerations in teaching the lessons, it is important to note that the plans reflect a number of areas of current educational concern: learning styles, cognitive-behavioral learning, cooperation, concerns related to bullying, generalization and maintenance, and assessment of skill mastery.

Learning Styles

Effective teaching requires that we use a variety of methods and materials. Such variation helps maintain student interest and motivation in learning. A variety of school-related activities, designed to reach students with various learning styles, are detailed in this book. These include academic activities: reading, writing, discussing, problem solving, planning, and cooperating. Classroom teachers therefore do not need to choose between addressing behavioral issues or teaching academic skills: Both behavioral and academic skills are addressed through the same strategies and activities.

Cognitive-Behavioral Learning

Although the learning procedures in Skillstreaming are behavioral—in other words, students engage in learning by doing—we know that the development of cognitive-behavioral skills will enhance students' overall skill mastery as well as their ability to generalize this learning. Strategies such as impulse control, thinking aloud, anticipating consequences, and goal setting are structured to provide students with skills to think about their behavior, thereby making their skill learning more complete and enduring.

Cooperation

The activities in this book are structured to foster cooperation (cooperative activities, peer coaching, and support). In addition to helping students achieve a learning goal, these cooperative activities give students the opportunity to practice various prosocial skills. Teachers will find it easy to incorporate cooperative learning procedures in these small-group activities.

Response to Bullying

The frequency of bullying in our schools and communities has called for a national initiative to establish policies and procedures to prevent such behavior. Situations that involve bullying in school are featured in many of the skill situations students apply in the activities, and Appendix A identifies specific Skillstreaming skills to be used with bullies, the targets of bullying, and observers. In addition, this appendix specifies the steps of two entirely new skills: Is This Bullying? (identifying bullying) and Reporting Bullying.

Generalization and Maintenance

Generalization and maintenance of skills are perhaps the most difficult aspects to achieve in any skill learning. The goal of teaching prosocial skills is not for students 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 foster generalization for each skill. Activities are also structured to provide skill practice under stressful simulated circumstances, assist teachers and other group leaders in sustaining Skillstreaming instruction, and take skills learning beyond individual classrooms into other school, home, and neighborhood environments in which students learn.

Assessment

Finally, 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. A rubric to assess students' social skill proficiency and monitor ongoing learning appears in Appendix B.

Lesson-Plan Format

The instructional activities and supports to enhance the effectiveness of Skillstreaming are detailed in a typical lesson-plan format. These lesson plans include activities for at least one week of supplementary instruction for each of the 60 skills in the *Skillstreaming the Elementary School Child* curriculum. More activities are provided for difficult-to-learn skills and for skills that students will likely need to review periodically. If students

need more practice to master certain skills, you may follow the instructions in Appendix C for using situation cards—cards describing circumstances in which the skills may be useful—for general review.

Information for each skill is presented in the following format:

1. Skill Overview
2. Objective
3. Skill Steps
4. Refining Skill Use
5. Generalization
6. Schoolwide Application
7. School-Home Communication
8. Related Activities
9. Skill Sequences

Skill Overview

Comments in this overview provide background information specific to the skill for the purpose of enhancing learning. These comments give a context for teaching the skill, point out particular issues that may arise when students attempt to use the skill, and explain how skill use relates to learning, real-life reinforcement, interactions with teachers and peers, and other areas.

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 emphasizes student performance in real-life situations.

Skill Steps

Skill steps for the particular prosocial skill are identical to those in the Skillstreaming program book and supporting materials. These steps are reproduced 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. For example, many of the skills presented in the Skillstreaming program require that students perform the skill in a friendly or assertive (brave) manner. Activities to refine skill use instruct students in this more subtle aspect of skill performance.

Students also learn to assess where, when, and with whom to use the skill. Because of the strong impact of cognitive-behavioral strategies in skill learning, the activities feature ways to teach students impulse control, such as anger management strategies and thinking aloud; alternative and consequential thinking; and the process of goal setting.

Generalization

Strategies to facilitate skill generalization are included for each skill. Based on validated techniques, these activities prompt and reinforce individual and group skill use. The principles of generalization described in the Skillstreaming program book are put into practice through user-friendly classroom-based activities and homework assignments.

Schoolwide Application

The activities in this section suggest procedures to assist educators in using Skillstreaming on a schoolwide basis. General procedures for schoolwide program implementation are described in chapter two of the Skillstreaming program book, and specific strategies for this extension are included here. Focus is on using the social skills in school environments outside of individual classrooms.

School-Home Communication

Each skill includes a section for enhancing skill generalization in the home environment and for fostering positive school-home communication related to students' skill use. School-Home Notes in the lesson plans support this type of exchange. In addition to plans relating to home and family, this section also often includes plans for student practice in neighborhood and other community settings.

Related Activities

Nearly all of the skills include related activities, or academically based activities with social skills as the topic. Students read, write, and engage in hands-on experiences that relate to social issues and skill performance. For example, children's literature is an excellent way to present the real-world problems faced by children in the elementary grades. Students often identify with main characters, and stories often provide the rationale and motivation for learning productive ways to handle problems. Some lesson plans recommend specific titles, and a bibliography of children's literature on page 295 of this book lists other possible choices. Of course, teachers and other group leaders may expand on and substitute books of their own choice.

Skill Sequences

Skill lesson plans and activities conclude with one or more sequences of skills recommended for instruction. Providing instruction and practice in skill 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. Additional skill clusters are detailed in the assessment rubric (Appendix B); these can expand instruction beyond the skill sequences already associated with each skill.

Using the Skillstreaming Materials

The lesson plans and activities described in this book make use of readily available classroom materials: a chalkboard or another type of whole-class display, markers or crayons, poster board, index cards, sticky notes, and the occasional prop. The activities also employ the following Skillstreaming materials.

Skillstreaming Program Book

Effective use of the practical ideas included in the activities requires that the teacher or group leader have full knowledge of Skillstreaming procedures, described at length in the program book *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills*. Familiarity with program procedures is important, for example, in presenting the skills effectively within the modeling and role-play situations. The text provides background information and discusses specific characteristics that make modeling and role playing most effective for the learner.

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

Skillstreaming Lessons and Activities Forms

Materials associated with the activities in this book that appear in **boldface** type are included on the Research Press website. The activities employ several types of forms—and all may be reproduced for clinical or educational use.

Skill-Specific Forms

In many cases, the forms associated with a given activity are specific to that activity (for instance, the **Steps to Reaching My Goal** worksheet or the **Helping Hand Cutouts**).

Some forms are repeated across skills. These are of the following types:

Homework Report: A form detailing social skill assignments for students to complete outside the skills-training setting

School-Home Note: A note to send home to parents or guardians to encourage students' skill practice (and reinforcement) at home

Skill Contract: A behavioral agreement between teacher and student to help the student master skills he or she finds difficult

Journal: A page with questions to prompt students to think about and record the feelings they have about skill use

Self-Recording Form: A form to encourage students to monitor their own skill use

When a lesson plan or activity employs one of these items, the download provides a skill-specific version of it (for example, the **Listening Self-Recording Form** or the **Ignoring Distractions Homework Report**).

Generic Forms

Not all skills employ each of these types of forms—however, the procedures and learning that these types of forms guide are certainly applicable to all the skills. To support instruction, then, a separate section of the download includes generic versions of these forms, which teachers and other group leaders may fill in with specific skill information.

The program forms book that accompanies the *Skillstreaming the Elementary School Child* text includes several more generic forms, all reproducible. Among these are an additional homework form and several other self-recording forms, skill contracts, and skill awards—many with illustrations. Incorporating these forms in your skill teaching will help you maintain student interest.

Situation Cards

It is sometimes difficult for elementary-age students to generate situations in which they could use a particular skill. Each of the 60 skills includes 12 situation cards describing common settings in which using the skill could be helpful. 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 from real life. When students generate their own situations and events, teachers and leaders may write these on **Blank Situation Cards**—included in the generic forms section of the download—then add them to the pool of situations for modeling displays and role plays. As noted previously, situation cards are also useful in providing overall skill review (see Appendix C).

Skill Posters

An important part of the Skillstreaming teaching procedure is directing students toward a whole-class display of the skill name and its steps—on a chalkboard, easel pad, overhead projector, and so forth. The

reproducibles includes an 8½ by 11-inch poster of each skill and its steps. Teachers may enlarge these pages, photocopy them and give them to students or parents, or post them throughout the school to serve as a reminder to all to use and recognize the skills. Teachers may also choose to make their own skill posters, or they may invite students to make them. Larger, preprinted posters are also available from Research Press.

Skillstreaming Notebooks

It is helpful for students to collect the written materials they receive during Skillstreaming instruction in a binder or notebook. Among the materials students may include are worksheets, homework assignments, journal pages, goal-setting sheets, school-home notes, and the like. A notebook cover for students to use (“My Skillstreaming Notebook”) is included in the generic forms section of the Research Press website, or teachers and students may design their own.

This record of students’ learning experiences becomes a document to which they can refer to refresh their memory of particular skills, use when they need to understand how skills can be combined, and see their overall progress in skill learning.

Skill Cards

Sometimes an activity involves the use of individual skill cards. These are simply cards on which the skill name and its steps have been written. It is especially handy for students to have a portable version of the skill steps when an activity includes having them practice the skill outside the Skillstreaming setting. Teachers may choose to make or have students make these cards (small index cards work well), or they may use the preprinted skill cards available from Research Press.

Other Skillstreaming Materials

In addition to the program book, skill cards, posters, and a student workbook, other items in the Skillstreaming program for elementary-age students include a Student Manual and a video for students titled “People Skills—Doing ‘em Right.” These materials are not required to implement the program or to use the lesson plans and activities in this book, but they are very helpful.

SKILL 25

Apologizing

Activities included in this section relate to apologizing with sincerity and deciding when and with whom to apologize.

Objective

To tell others in a sincere manner that you are sorry for doing something that caused a problem

Skill Steps

1. Decide if you need to apologize.
2. Think about your choices:
 - a. Say it out loud to the person.
 - b. Write the person a note.
3. Choose a good time and place.
4. Carry out your best choice in a sincere way.

*Before conducting the activities, be sure students are able to see the **Apologizing** skill poster. As you do the activities, refer to the steps on the poster as needed.*

Refining Skill Use

- **25.1 MATERIALS** — **Mistakes and Apologies** poster; **Apologizing Situation Cards**

Discuss how difficult it might be to apologize. Using the poster, talk about how a person might feel before apologizing (for example, anxious, afraid) as well as how a person might feel receiving the apology (for example, relieved, less upset, less angry). You may use the situation cards to prompt students in generating feelings.

- ▶ **25.2 MATERIALS** — Copies of the **Is It Sincere?** worksheet

Have students form groups of four or five, and give each group an *Is It Sincere?* worksheet. Explain that being sincere means not only feeling sorry, but also saying and doing things that demonstrate that you are sorry. Ask students to discuss the situations in their groups and decide if the words and actions suggest being sincerely sorry. If either words or actions do not, students should cross out the insincere part and write new words or actions that do. When the groups have finished, discuss their responses in the larger group.

- ▶ **25.3 MATERIALS** — **Apologizing Situation Cards**; copies of the **When and to Whom?** worksheet

Ask students to form groups of three or four. Give each group four situation cards and a copy of the *When and to Whom?* worksheet. Instruct the students to read their situation cards and decide and record when and to whom they would apologize. Ask the groups to come up with one situation on their own in which an apology would be important.

Ask each group to plan a role play using one or two situations of their choice (either from the situation cards or one they devised). When the groups have completed their planning, have them perform their role plays. Provide feedback regarding students' performance of skill steps.

Generalization

- ▶ **25.4 MATERIALS** — **Apologizing Situation Cards**; paper and pencils; index cards

Ask each student to think of a situation in which it would be difficult to give an apology. Ask these students to write or draw the specific situation on a piece of paper. If students cannot think of a real-life situation, have them draw a situation card.

Have students form groups of three and select a main actor, coactor, and observer. Instruct the main actor to choose one of the group members to become the coactor and then role-play each student's situation, following the skill steps. The other group member becomes the observer and provides feedback to the main actor. Have the groups switch roles until all members of the group have had the opportunity to role-play the skill.

Distribute the blank index cards and instruct students to write the skill steps on the card. Ask students to try out the skill in real life, using the cards to help them remember the steps. Ask students to report back to you when they have used the skill in real life.

Schoolwide Application

- ▶ **25.5 MATERIALS** — Copies of the **Apologizing in Our School** worksheet

Have the students form groups of three or four and give each group an Apologizing in Our School worksheet. Instruct students to read the situation in each school area and decide how they might apologize. Allow the groups to select one situation and plan a role play to illustrate it. Have the small groups conduct the role plays for the larger group. Provide groups with appropriate feedback on skill performance.

School-Home Communication

- ▶ **25.6 MATERIALS** — Copies of the **Apologizing at Home Journal** page

Give each student a copy of the journal page. Instruct students to write about (or draw) a situation at home or in the neighborhood when they might need to apologize. Encourage students to follow through with their plans and write about the outcome on the journal page.

Skill Sequence

Accepting Consequences (Skill 42) includes the option to apologize.

Skill 25: Apologizing

- 1. Decide if you need to apologize.**
- 2. Think about your choices:**
 - a. Say it out loud to the person.**
 - b. Write the person a note.**
- 3. Choose a good time and place.**
- 4. Carry out your best choice in a sincere way.**

Person who makes the mistake	Person who receives the apology

1. I broke my friend's toy.

SKILL 25: APOLOGIZING

2. I was walking around the corner and accidentally bumped into someone.

SKILL 25: APOLOGIZING

3. I walked past someone's desk and accidentally knocked the person's papers off.

SKILL 25: APOLOGIZING

4. I was angry and called someone a name.

SKILL 25: APOLOGIZING

5. I borrowed my brother's shirt and got a stain on it.

SKILL 25: APOLOGIZING

6. I am late to class.

SKILL 25: APOLOGIZING

7. I was in a hurry and took my sister's notebook instead of mine.

SKILL 25: APOLOGIZING

8. I borrowed a friend's book, and now I can't find it.

SKILL 25: APOLOGIZING

9. I was thinking of something else and didn't listen to the teacher's directions.

SKILL 25: APOLOGIZING

10. I needed a pencil, and I took a friend's without asking.

SKILL 25: APOLOGIZING

11. I overslept and I'm late to baby-sit.

SKILL 25: APOLOGIZING

12. I spilled soda pop on the rug.

SKILL 25: APOLOGIZING

Students _____ Date _____

1. Josie said she was sorry for breaking her mother's dish. She picked up the pieces and asked if she could glue it back together. Words Actions

Would you change anything? If so, what?

2. Matt said something hurtful to his friend. He said he was sorry and didn't mean it. Then he said mean things about his friend to someone else.

Words Actions

Would you change anything? If so, what?

3. I borrowed a friend's library book, and now I can't find it. I told my friend I was sorry, but that because he checked out the book, it was his problem.

Words Actions

Would you change anything? If so, what?

4. I overslept and was late to school, so I told my teacher I was sorry. That night, I made sure my alarm clock was set so I would wake up on time.

Words Actions

Would you change anything? If so, what?

1. I broke my friend's toy.

SKILL 25: APOLOGIZING

2. I was walking around the corner and accidentally bumped into someone.

SKILL 25: APOLOGIZING

3. I walked past someone's desk and accidentally knocked the person's papers off.

SKILL 25: APOLOGIZING

4. I was angry and called someone a name.

SKILL 25: APOLOGIZING

5. I borrowed my brother's shirt and got a stain on it.

SKILL 25: APOLOGIZING

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SKILL 25: APOLOGIZING

11. I overslept and I'm late to baby-sit.

SKILL 25: APOLOGIZING

12. I spilled soda pop on the rug.

SKILL 25: APOLOGIZING

Students _____ Date _____

Situation	When?	To whom?
1.		
2.		
3.		
4.		
Write your own situation		

Students _____ Date _____

Hallway

I accidentally bumped into someone, and the person dropped her books.

Main door

I accidentally let the door close behind me, and the door hit someone.

Bus

I was afraid I would miss the bus. I was in a hurry and tripped, toppling into someone.

Cafeteria

I accidentally dropped my tray, and my food got on a classmate's clothes.

Office

My teacher asked me to take a note to the office, but I lost it on the way.

Playground

I borrowed the class basketball and forgot to bring it back after recess.

Student _____ Date _____

Apologizing

SKILL 25

Before using the skill

What was my mistake?

Why should I apologize?

What steps will I follow?

- 1. Decide if I need to apologize.
- 2. Think about my choices.
- 3. Choose a good time and place.
- 4. Carry out my best choice in a sincere way.

**After using the skill**Did I follow the skill steps? Yes No

What did the other person do?

SKILL 54

Accepting No

Elementary students are often told they can't do something. Activities for this skill assist students in understanding reasons for being told no and provide skill practice.

Objective

To accept being told no without becoming upset or angry

Skill Steps

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

*Before conducting the activities, be sure students are able to see the **Accepting No** skill poster. As you do the activities, refer to the steps on the poster as needed.*

Refining Skill Use

- **54.1 MATERIALS** — **Accepting No Situation Cards**; copies of the **Reasons Why Not** worksheet

Discuss with the entire group the idea that sometimes we are given a reason that we are being told no but other times we aren't. When we are given a reason, sometimes it makes it easier to accept being told no, but at other times, if we don't agree with the reason, we can get into an argument. Let students know that arguing about the reason for being told no is frustrating for adults but that students sometimes keep arguing because

sometimes the adult gives in. Ask students whether this has happened to them and briefly discuss their answers.

Have students form groups of three or four, and give each group four situation cards and a worksheet. Ask students if a reason for being told no is given in the situation: If so, group members should decide if they think this is a good reason. If no reason is given, they should discuss the situation and think of possible reasons the person is being told no. When the groups have finished discussing the situations, have them report their decisions to the class.

- ▶ **54.2 MATERIALS** — Copies of the **How Intense Is the Feeling?** worksheet; crayons or markers; **Accepting No Situation Cards** (*optional*)

Have students form groups of three or four, then ask them to think of situations in which they are told no. These can be situations related to school, home, or neighborhood. (If students have difficulty thinking of situations, provide situation cards for them to use instead.)

Ask the groups to write or draw their situations in the first box on the worksheet and, in the second, decide how they feel in each situation. Then ask students to evaluate the intensity of the feeling by coloring in a thermometer for each situation. When the groups have finished, encourage them to share their situations and related feelings, focusing on the intensity of the feeling in each situation.

Generalization

- ▶ **54.3 MATERIALS** — **Accepting No Cards**; an Accepting No Box (any box from which students can withdraw cards)

Put a number of Accepting No Cards in the Accepting No Box, and let your students know that, throughout the day, when they use the skill they may draw a card from the box. Each card lists a privilege. When a student draws a card, let him or her know when the card may be redeemed for the privilege shown. (Several cards are provided, along with blank cards for you to add your own privileges.)

- ▶ **54.4 MATERIALS** — **Accepting No Situation Cards**

When there is unplanned time during the day, ask for volunteers to select a situation card and role-play the skill within the context described. Provide feedback as appropriate. The more practice students have in performing these skill steps, the more likely they will actually be able to perform the skill when they need it.

Schoolwide Application

- ▶ **54.5 MATERIALS** — Bulletin board; construction paper in various colors; markers

Create a bulletin board featuring several construction-paper ice cream cones and, from the various colors of construction paper, several scoops of ice cream to put atop the cones. When a student reports using the skill of Accepting No in other classes, the hallways, cafeteria, library, or other areas of the school, write the student's name, the date, and the area of the building on a paper scoop of ice cream. Place the scoop on top of the ice cream cone on the bulletin board. When all the cones have several scoops of ice cream (you predetermine the number), serve real ice cream cones to the entire class.

School-Home Communication

- ▶ **54.6 MATERIALS** — **Accepting No School-Home Note**

As a large group, discuss situations in which students are told no at home. Ask them to practice the skill at home, writing or drawing the situations in which they use it. Ask students to return the note to school when they have used the skill. Explain that, although a parent's signature is desirable, you will accept the note without one.

Skill Sequence

Helpful skill sequences include Asking a Favor (Skill 19) and Accepting No; and Asking Permission (Skill 37) and Accepting No.

Skill 54: Accepting No

- 1. Decide why you were told no.**
- 2. Think about your choices:**
 - a. Do something else.**
 - b. Say how you feel in a friendly way.**
 - c. Write about how you feel.**
- 3. Act out your best choice.**

1. I want to go to a learning center, but the teacher says it isn't my turn.

SKILL 54: ACCEPTING NO

2. I want to stay up to watch a movie, but my mom says no.

SKILL 54: ACCEPTING NO

3. I want to use the basketball at recess, but the teacher says no.

SKILL 54: ACCEPTING NO

4. A friend promised to invite me over, but now he says I can't come.

SKILL 54: ACCEPTING NO

5. I didn't finish my work, but I ask to go out to recess anyway. The teacher says no.

SKILL 54: ACCEPTING NO

6. I ask to use the markers, but my teacher says no.

SKILL 54: ACCEPTING NO

7. I ask to work with a friend to do my assignment, but my teacher says I can't.

SKILL 54: ACCEPTING NO

8. I want a friend to spend the night at my house, but my parent says no.

SKILL 54: ACCEPTING NO

9. I ask a friend to play together at recess, but he says no. He's playing with other friends.

SKILL 54: ACCEPTING NO

10. I ask my brother if I can borrow a video to watch, and he says no.

SKILL 54: ACCEPTING NO

11. I want to stay in for recess, but my teacher says no.

SKILL 54: ACCEPTING NO

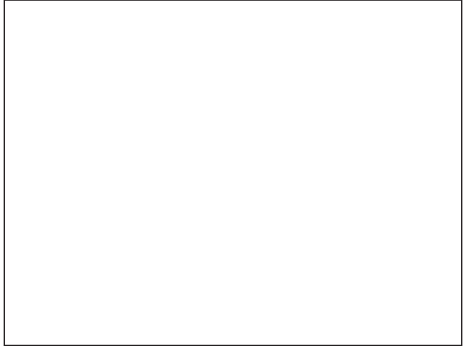
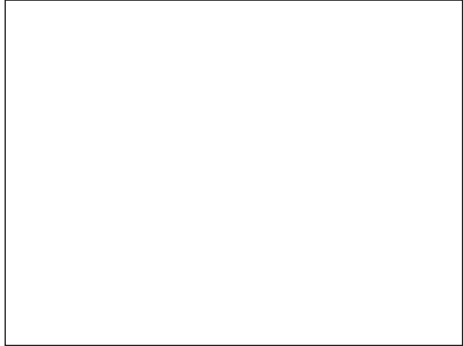
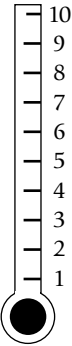
12. I want some money to buy a book at the school book fair, but my dad says no.

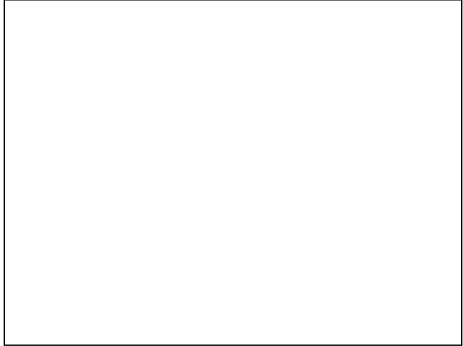
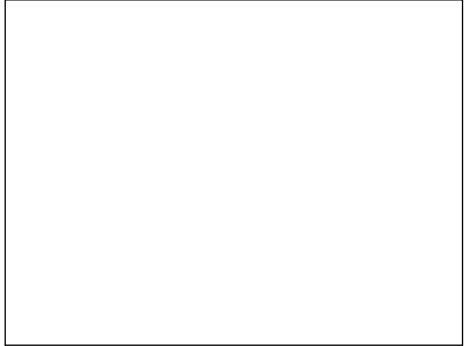
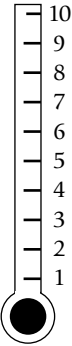
SKILL 54: ACCEPTING NO

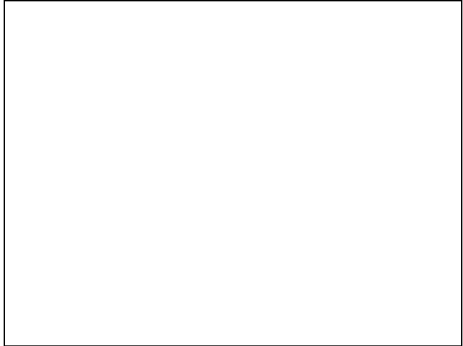
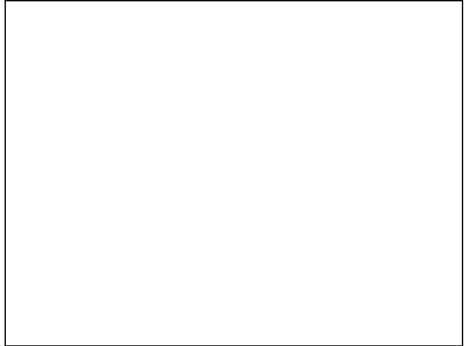
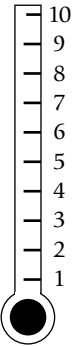
Students _____ Date _____

	Reason(s)	Is this a good reason?
Situation Card 1	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 2	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 3	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 4	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

How Intense Is the Feeling?

Situation	Feeling	Intensity
		

Situation	Feeling	Intensity
		

Situation	Feeling	Intensity
		

Accepting No Two minutes of computer time	Accepting No Two minutes early to lunch
Accepting No Do an assignment at the teacher's desk.	Accepting No First in line for recess
Accepting No An extra visit to the library	Accepting No Skip two math problems.
Accepting No Choice of equipment for recess	Accepting No Five minutes to read in the beanbag chair.
Accepting No _____	Accepting No _____
Accepting No _____	Accepting No _____

Student _____ Date _____

Your child's class has been working on the Skill of Accepting No. This skill has three steps.

Accepting No

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

SKILL 54

Please help your child learn this skill by . . .

- ◆ Recognizing and responding positively when your child uses this skill. Say, "Good work" and "Keep on trying."
- ◆ Asking questions about when and with whom your child can use this skill.
- ◆ Reminding your child to use this skill when you think the skill could be helpful.
- ◆ Signing and returning this School-Home Note by _____ with any comments or questions you might have. Thank you!

Teacher signature

Parent/guardian signature

Comments

Student Workbook Overview

The Student Workbook helps children build and apply the 60 prosocial skills introduced in *Skillstreaming the Elementary School Child*. Through structured, hands-on activities, students move from learning skills in the classroom to using them in real-life situations.

The workbook includes guided exercises that support repetition, reinforcement, and skill mastery. Activities focus on essential social-emotional skills such as making friends, managing feelings, using alternatives to aggression, and coping with stress. Additional activities help students refine their skills and apply them in a variety of settings.

Designed for use in group or individual settings, the workbook supports both new and experienced leaders by providing a clear, step-by-step approach to teaching the Skillstreaming process. It also encourages parent involvement by giving students opportunities to share their progress and practice skills outside of sessions.

The accompanying Group Leader's Guide provides detailed instructions, teaching tips, and additional resources to support effective implementation.

Available as a packet that includes 10 Student Workbooks and one Group Leader's Guide.

Note: The program book, *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills*, is essential for successful implementation and should be used before incorporating other Skillstreaming materials.

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Summary

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 1 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.

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

- Denham, S. A., Ferrier, D. E., Howarth, G. Z., Herndon, K. J. & Basset, H. H. (2016). Key considerations in assessing young children's emotional competence. *Cambridge Journal of Education*, 46(3), 299–317.
- Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88(2), 408–416.
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Parts to Skillstreaming

There are four basic parts to learning Skillstreaming:

1. **Modeling:** Have someone show you the skill.

You will watch.



2. **Role-play:** Try out the skill yourself. You will act out the skill.



3. **Feedback:** Have someone tell you how well you did.

Your group will talk about this.



4. **Practice:** Try out the skill when, where, and with whom you really need the skill.

You will plan and do the skill in a real situation.

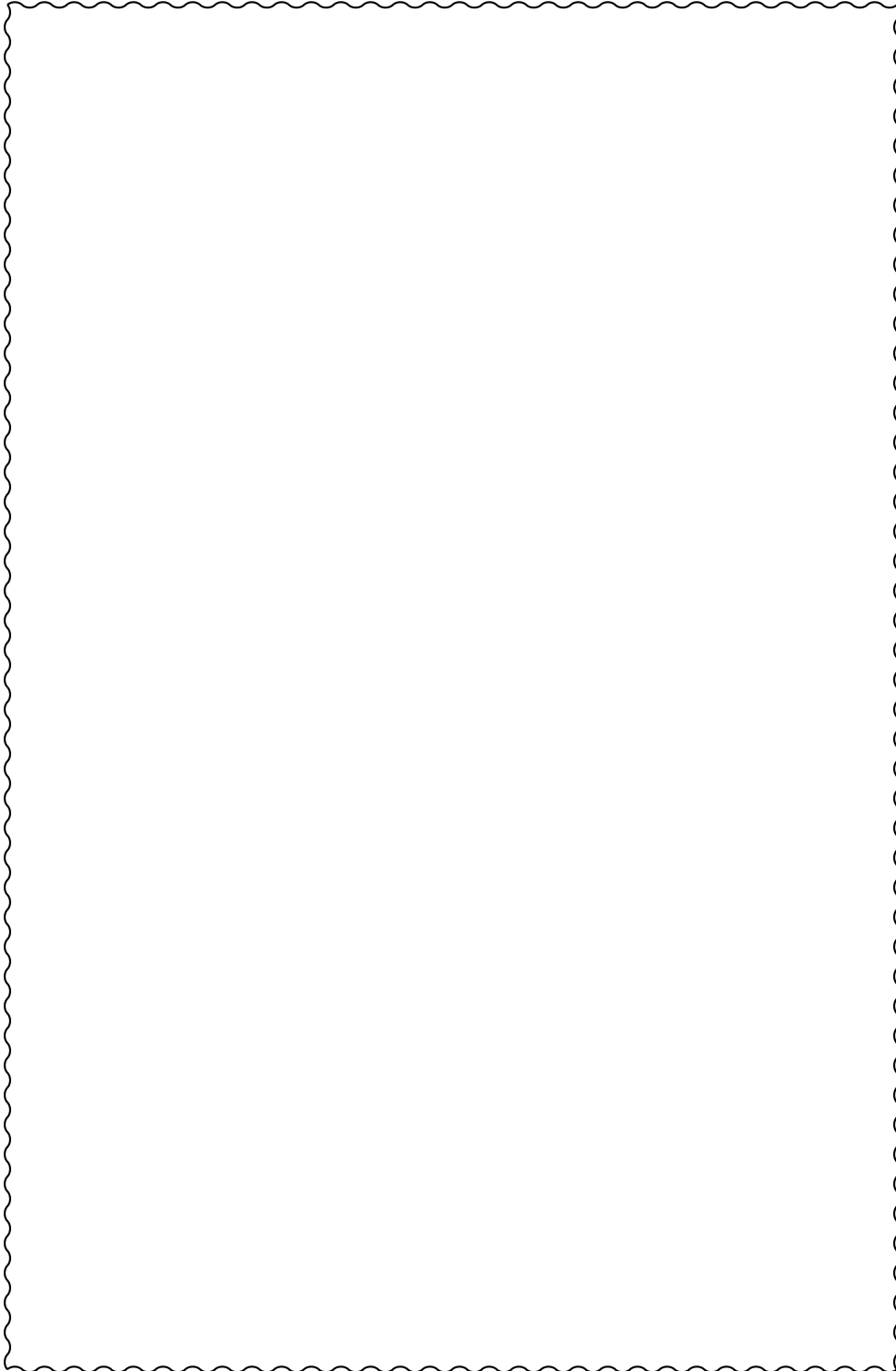


These learning parts are the same ones you have used to learn many of the things you know. Let's say that you like to play basketball. How did you learn to shoot a free throw in basketball? More than likely you learned it this way:

- First, you watched someone who was good at it.
- Then you tried it yourself.
- Then a coach or friend told you the things you were doing right and the things you needed to do to get better.
- Finally, you practiced shooting free throws—lots of them!

Activity 1.3—A Skill I Learned

Write about or draw a skill you learned by following the learning parts on the poster.

A large rectangular area with a wavy, scalloped border, intended for writing or drawing.

Skillstreaming in Action

As a way to get started and show how the four Skillstreaming steps work, your group leader will guide you in learning the skill of Asking a Favor. This skill is one of the many you will learn in your group.

Let's learn the skill of Asking a Favor. First, we'll look at the steps that make up this skill.

Part I: Modeling

To learn this skill, your teacher will model, or act out, the skill steps. Modeling shows you how to perform the skill steps when it is your turn to role-play. Your teacher will also "think aloud" ...or say out loud ...what would usually be said silently.

Let's Learn a Skill: Asking a Favor

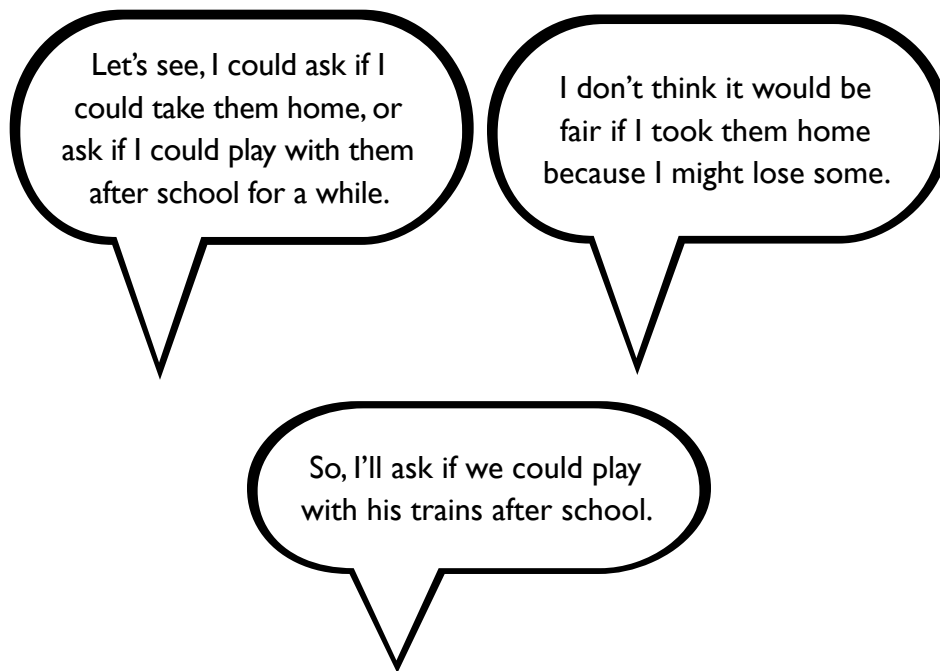
1. Decide if you want or need to ask a favor.
2. Plan what you want to say.
3. Ask the favor in a friendly way
4. Remember to thank the person.

Thinking Aloud

For example, let's say LeRoy wants to play with a friend's trains. LeRoy may say to himself...

Do I need or want to ask the favor?

Yes, I really want to use my friend's trains.



I'll ask him if we could play with his trains after school.

Discussion

Think about and answer the following questions:

- What options did LeRoy consider?
- How do you know what choices he considered?
- What decision did he make?

Modeling Practice

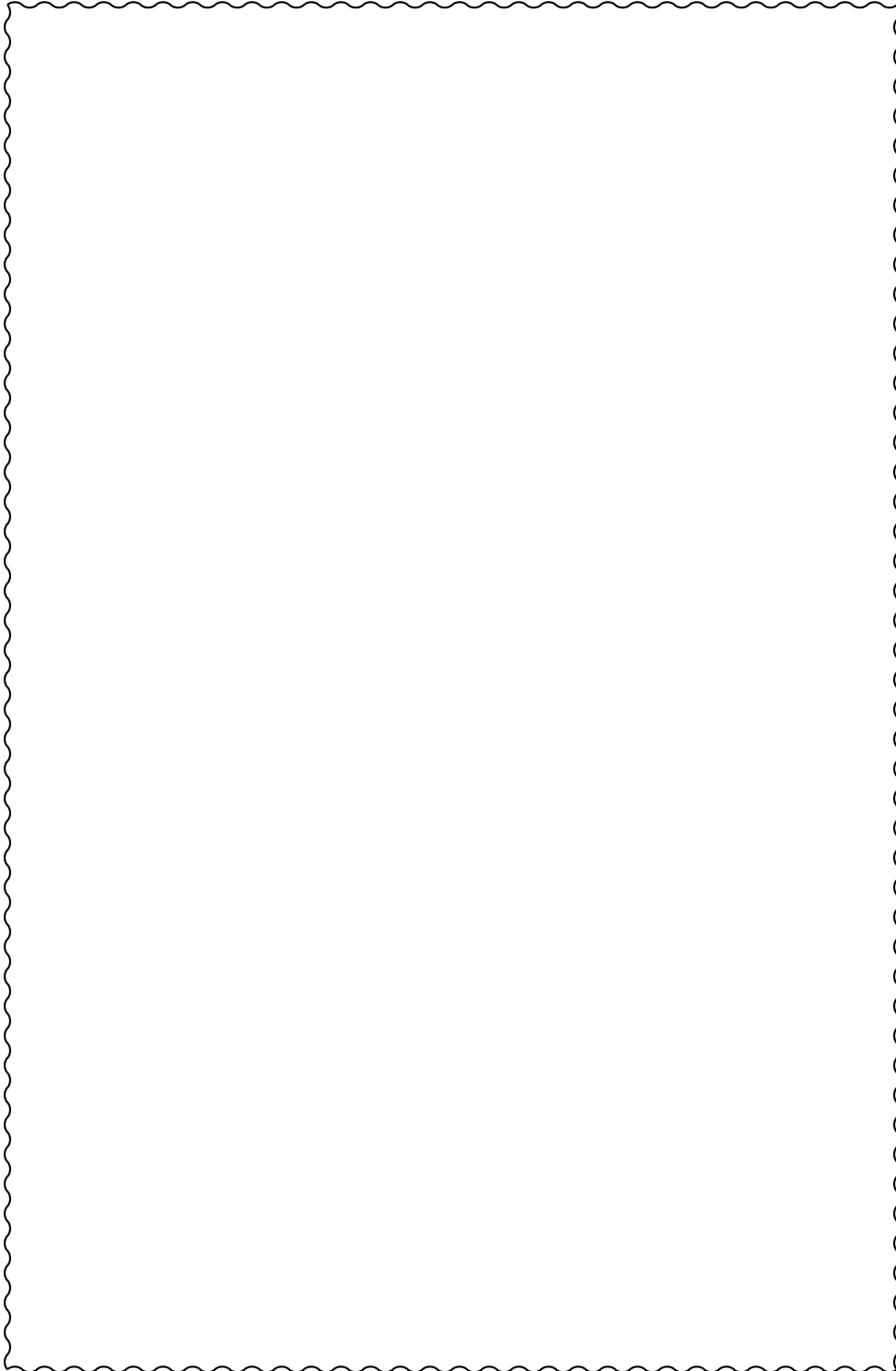
- Did you see each step?
- How did you know what the model was thinking?
- How did the model ask? Was the favor asked in a friendly way?
- Did the model remember to thank the person?

After the modeling of the skill, you will be asked to think about times when you might need or want to use this skill.

Watch your teacher now. Listen to the thinking aloud.

Activity 1.4—Asking a Favor Situation

Write about or draw a situation where you might want or need to ask a favor.



Part 2: Role-Play

Now, you have seen your teacher model the skill of Asking a Favor. You have thought of times when you could use the skill. Think about the role you are ready to play. Here is more information about the roles you will play.

Roles You Can Play

You will play your role as a Main Actor, Co-actor, or Observer.

Main Actor

Co-Actor

Observers

Each one of these roles has a different part to play.

Main Actor

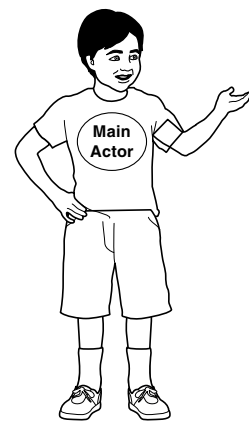
If you are willing to try the skill, you may want to be the Main Actor. Your teacher will show the skill poster so you can look at this to help you with the skill steps.

You may want to look back on page x of this manual to help with what the Main Actor will do.

If you want to be the Main Actor in the role-play, raise your hand when your teacher asks, “Who wants to go first?”

If you are the Main Actor, it is your job to:

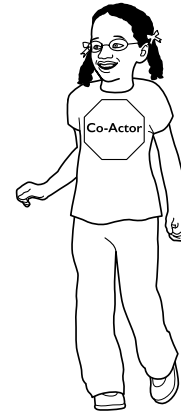
- Decide on a time when you need to use the skill.
- Tell about this.
- Choose a Main Actor or Main Actors who remind you of the other person or people in the situation.
- Tell what you need to make the role-play feel real to you.
- Act out the skill steps in order.
- Thinking aloud (say out loud what you are thinking or saying to yourself).



Co-Actor

The Main Actor will ask you or someone else to help with the role-play. The Main Actor will choose someone who reminds him or her of the real person with whom the Main Actor has the problem.

If you are asked, you will help make the situation as real-life as possible.



Observer

If you want to watch the skill being acted out again, you may want to be an Observer for now.



Your teacher will now set up the role-play.

Student Manual Overview

The Student Manual is a clear, student-friendly guide that introduces the Skillstreaming four-part training approach, helping reduce anxiety about learning and practicing new social skills in a group setting.

It explains each Skillstreaming skill and the overall learning process in an engaging and accessible way. Skills are organized both by category and alphabetically for quick reference, making it easy for students to find and review them.

The manual also includes definitions, homework assignments, and guidance to help students apply new skills in real-life situations. It supports meaningful practice and helps students build confidence as they use skills outside the classroom.

In addition, the Student Manual helps parents and guardians better support students by giving them a clearer understanding of the skills being learned and how to reinforce practice at home.

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1. Introduction to Skillstreaming—Includes a Student Skill Checklist to Help Identify Skill Strengths and Weaknesses
2. Parts to Learning Skillstreaming—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 60 Skills and Provides a Brief Rationale for Skill Learning
 - Group 1 Friendship-Making Skills
 - Group 2 Skills for Dealing with Feelings
 - Group 3 Skill Alternatives to Aggression
 - Group 4 Skills for Dealing with Stress
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 36

Using Self-Control

1. Stop and count to 10.
2. Think of how your body feels.
3. Think about your choices:
 - a. Walk away for now.
 - b. Do a relaxation exercise.
 - c. Write about how you feel.
 - d. Talk to someone about it.
4. Act out your best choice.

Skillstreaming[®]

From *Skillstreaming for Elementary School Child: New Strategies and Perspectives for Teaching Personal Skills*, vol. 6, 1997 by L. McCord and A.P. Goldstein, Champaign, IL: Research Press, www.researchpress.com, 800-375-2200

Skill Posters Overview

The Skillstreaming Elementary Posters are a set of 60 vibrant 18×12" visual aids that support the *Skillstreaming the Elementary School Child* program.

Each poster presents the behavioral steps for one of the 60 prosocial skills, organized into five categories: Classroom Survival Skills, Friendship-Making Skills, Skills for Dealing with Feelings, Skill Alternatives to Aggression, and Skills for Dealing with Stress.

Designed for use in classrooms, counseling spaces, or group settings, the posters provide a clear visual reference that helps students understand, remember, and practice each skill.

They can be used as daily reminders, integrated into instruction, or displayed within social-emotional learning environments to consistently reinforce positive behavior and skill use.

List of Poster skills

Group I Classroom Survival Skills

1. Listening
2. Asking for Help
3. Saying Thank You
4. Bringing Materials to Class
5. Following Instructions
6. Completing Assignments
7. Contributing to Discussions
8. Offering Help to an Adult
9. Asking a Question
10. Ignoring Distractions
11. Making Corrections
12. Deciding on Something to Do
13. Setting a Goal

Group II Friendship-Making Skills

14. Introducing Yourself
15. Beginning a Conversation
16. Ending a Conversation
17. Joining In
18. Playing a Game
19. Asking a Favor
20. Offering Help to a Classmate
21. Giving a Compliment
22. Accepting a Compliment
23. Suggesting an Activity

- 24. Sharing
- 25. Apologizing

Group III Skills for Dealing with Feelings

- 26. Knowing Your Feelings
- 27. Expressing Your Feelings
- 28. Recognizing Another's Feelings
- 29. Showing Understanding of Another's Feelings
- 30. Expressing Concern for Another
- 31. Dealing with Your Anger
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Group IV Skill Alternatives to Aggression

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- 38. Responding to Teasing
- 39. Avoiding Trouble
- 40. Staying Out of Fights
- 41. Problem Solving
- 42. Accepting Consequences
- 43. Dealing with an Accusation
- 44. Negotiating

Group V Skills for Dealing with Stress

- 45. Dealing with Boredom
- 46. Deciding What Caused a Problem
- 47. Making a Complaint

48. Answering a Complaint
49. Dealing with Losing
50. Being a Good Sport
51. Dealing with Being Left Out
52. Dealing with Embarrassment
53. Reacting to Failure
54. Accepting No
55. Saying No
56. Relaxing
57. Dealing with Group Pressure
58. Dealing with Wanting Something That Isn't Yours
59. Making a Decision
60. Being Honest