

Skillstreaming: A Social Skills Training Program For Youth

June 17, 2008





Agenda

- What is Skillstreaming (Learning principles)
- Practice
- Generalization and maintenance

What is Skillstreaming?

- A skill deficit model
- Planned, systematic instruction
- Encouraging
- A way to enhance self-esteem
- An approach which fosters a positive learning environment

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- One strategy to help prevent violence and aggression
 - Remediation and prevention
 - A group technique
 - A strategy that focuses on generalization/maintenance

What Skillstreaming is not...

- The only social skills teaching approach
- A panacea

Discussion

Why is teaching social skills important in your setting?

Identify one way teaching social skills will make a difference in your class, your school?

How do we learn?

- To cook?
- To play tennis?
- To read?

GROUP V: SKILLS FOR DEALING WITH STRESS

Skill 55: Saying No

STEPS

1. Decide whether or not you want to do what is being asked.
2. Think about why you don't want to do this.
3. Tell the person no in a friendly way.
4. Give your reason why you won't do what the person asked.

NOTES FOR DISCUSSION

Discuss situations when saying no is appropriate.

Discuss reasons for saying no: the student may get into trouble, or he/she has something else he/she wants to do.

Discuss the body language and nonverbal communicators that show a friendly attitude.

Remind students that this, too, should be said in a friendly way.

SUGGESTED SITUATIONS

School: A friend wants you to run away from school with him/her.

Home: Your brother or sister wants you to play a game, but you want to watch your favorite T.V. program.

Peer group: A friend wants you to play when you have work to do, or he/she wants you to go to a movie after school, but

Introducing a Skill



Skillstreaming Components

- Modeling (what)
- Roleplaying (how)
- Feedback (how)
- Transfer of training (where, with whom, when)

Model Characteristics - Research

- Highly skilled
- High status (same age, sex, social status)
- Friendly and helpful
- Rewarded

Modeling Display

- Clear and detailed manner
- No irrelevant detail
- Repetition to facilitate learning
- Several different models

Modeling: What to do

- Model all the steps in sequence
- Content of displays should be relevant
- Present a coping model
- Model self-talk
- All displays should depict positive outcomes
- Model should be rewarded

Ah Ha

And back on the job



Establish Skill Need



Role Play Enhancers

- Choice whether or not to take part
- Commitment to the role (public vs. private)
- Reward, approval, reinforcement

Role Play: How to do it

- Focus on the future
- Student describes situation
- Chooses coactor
- Additional information to set the stage
- Review skill steps
- Refer to skill steps
- Talk student through the steps
- Designate responsibilities to other group members

Feedback

- Provides students with information regarding how well his/her performance corresponds to the model
- Encourages student to try the skill in real life

Types of Feedback

- Constructive suggestions
- Reminders to include a specific step
- Prompting
- Coaching
- Material reward
- Social approval
- Comments on body language

Other Forms of Feedback

- Teachers may need to model feedback
- Discuss feelings of the role players
- Encourage thinking aloud
- Remember student reports on steps followed
- Address the coactor's reactions

Nine Steps

- Define the skill
- Model the skill
- Establish student skill need
- Select role player
- Set up role play
- Conduct role play
- Provide performance feedback
- Assign skill homework
- Select next role player

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Skill Selection

What is important to consider in selecting the skills to teach and why?

Perfecting Skill Use

- Why should I use the skill?
- With whom should I use the skill?
- What skill or skills should I choose?
- Where should I use the skill?
- When should I use the skill?
- How should I perform the skill?
- What should I do if the skill is unsuccessful?

Transfer of Training



Generalization

Maintenance

Generalization

- Overlearning
- Stimulus variability
- Identical elements
- Mediated generalization

Maintenance

- Thin reinforcement
- Delay reinforcement
- Fade prompts
- Provide booster sessions
- Prepare for real-life nonreinforcement
- Program for reinforcement in the natural environment
- Use natural reinforcers

Practical Considerations

- Time (when, how long)
- Large group, small group, coaching
- Frequency of sessions
- Facilitator for overall plan
- Parent involvement
- Generalization strategies

Roadblocks

What are roadblocks to successful implementation?

What is the relationship to other school-based initiatives?

Windows/Mirrors Activity

- Visualize looking through the window of a school which implements social skills training. What would you see? What would you hear?
- What specific things am I doing to contribute to this endeavor in my current role?

Implementation Plan

- How will you get started?
- Target student groups, length of session, frequency, small group/large group?
- Coordinator for overall plan?
- Parent involvement
- Identify roadblock and how to address
- Identify generalization strategies