

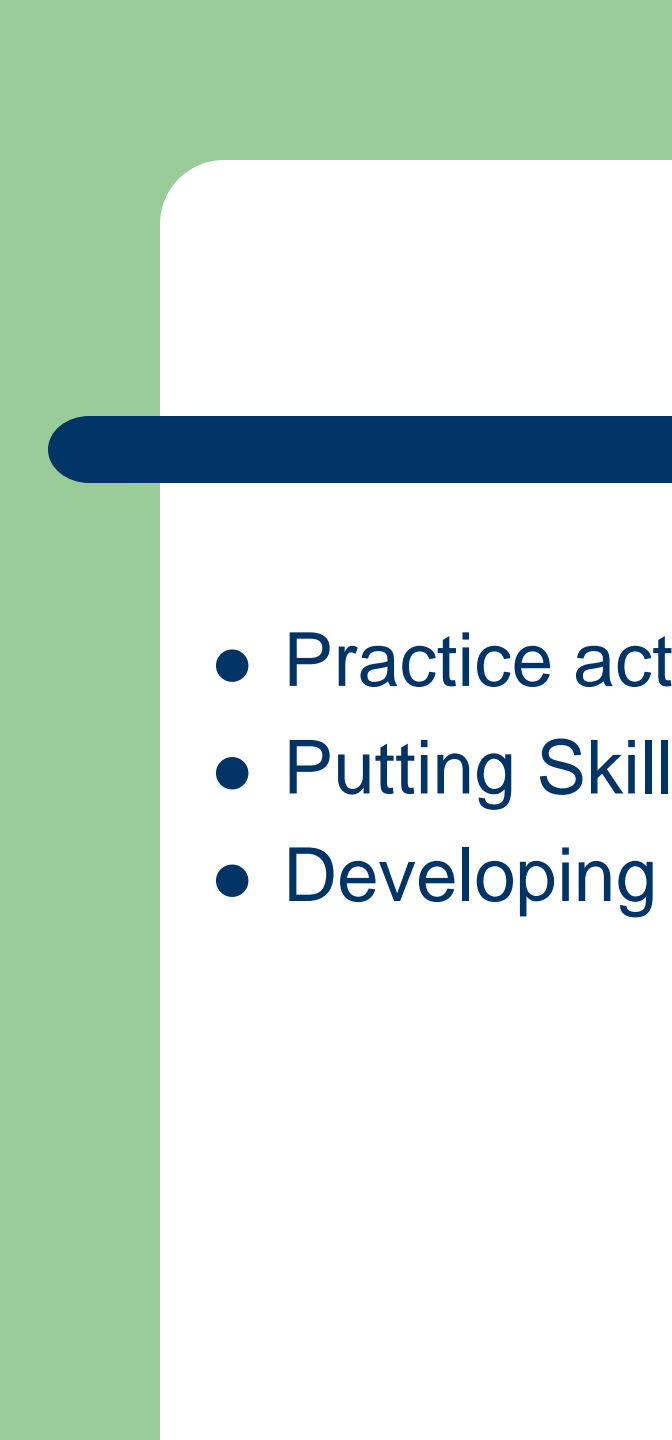
Skillstreaming: A Social Skills Training Program For Youth

October 22, 2007



Agenda

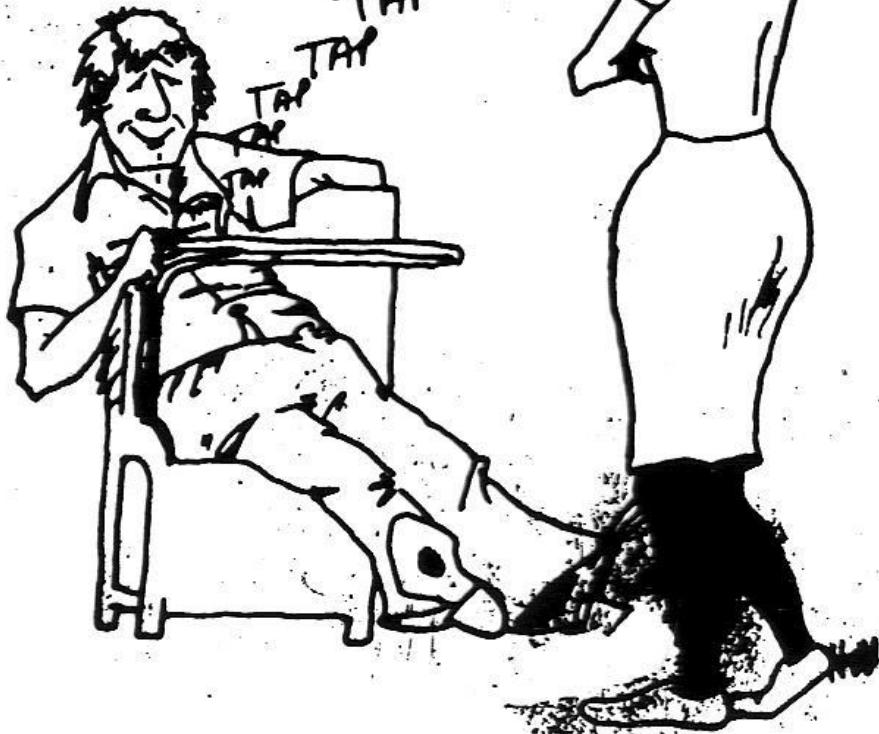
- Introduction
- Why is teaching social skills important
- Research
- What is Skillstreaming (Learning principles)
- Practice
- Generalization and maintenance
- Uses of Skillstreaming

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- A decorative graphic on the left side of the slide, consisting of a light green vertical bar and a dark blue horizontal bar with rounded ends.
- Practice activities
 - Putting Skillstreaming in context
 - Developing a plan of action

Question

What do you hope to get from today's workshop?

TAP
TAP
TAP
TAP
TAP



GEORGE, WHY DON'T YOU BE
A NICE BOY AND STOP THAT
NOISE. I KNOW YOU CAN DO
IT IF YOU WANT TO... NOW.
GEORGE... YOU KNOW HOW I
FEEL ABOUT NOISES GEORGE... PLEASE
YOU BETTER STOP...
STOP TAPPING YOUR PENCIL
GEORGE... EVERY BODY IS
WATCHING YOU! GEORGE
YOU'RE KEEPING THE
OTHER STUDENTS FROM
THEIR WORK... STOP
BANGING YOUR PENCIL
OR I'LL SEND YOU
TO THE PRINCIPAL TO
BE SUSPENDED!!!...

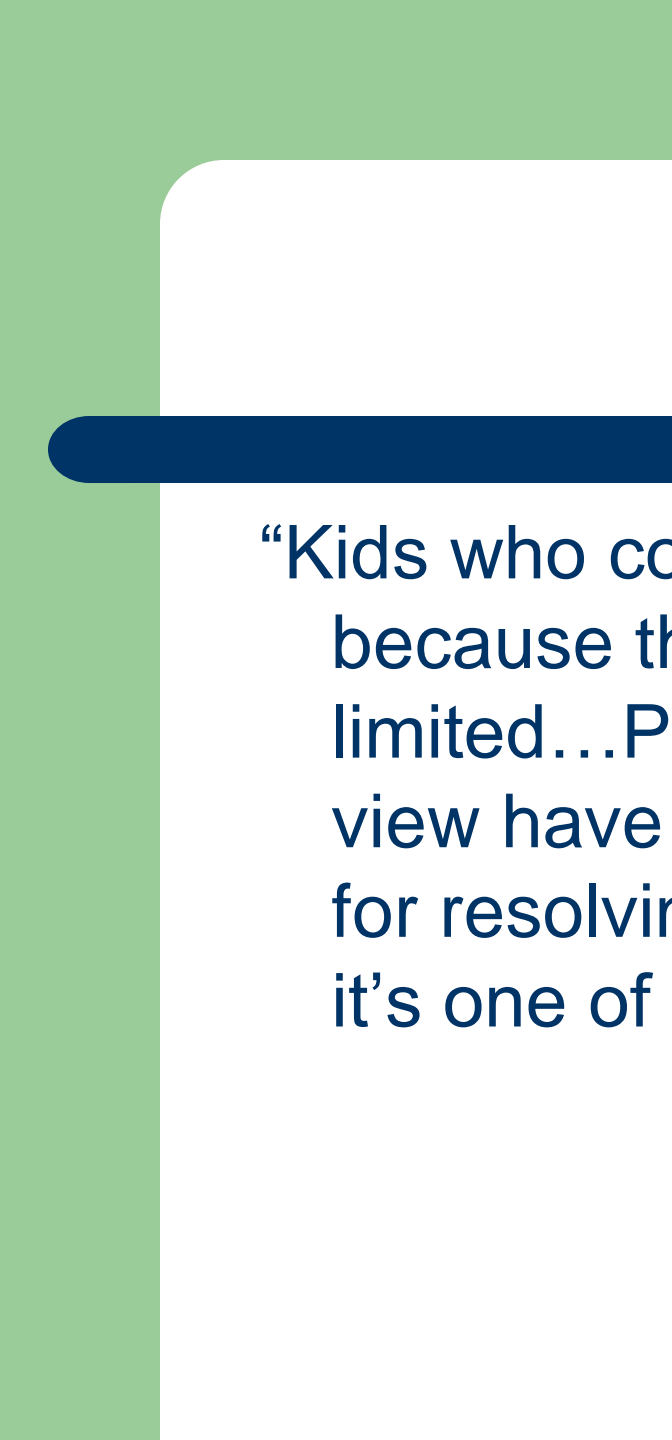
Introduction

Morse's Greenhouse phenomenon

Introduction



Increase student choices

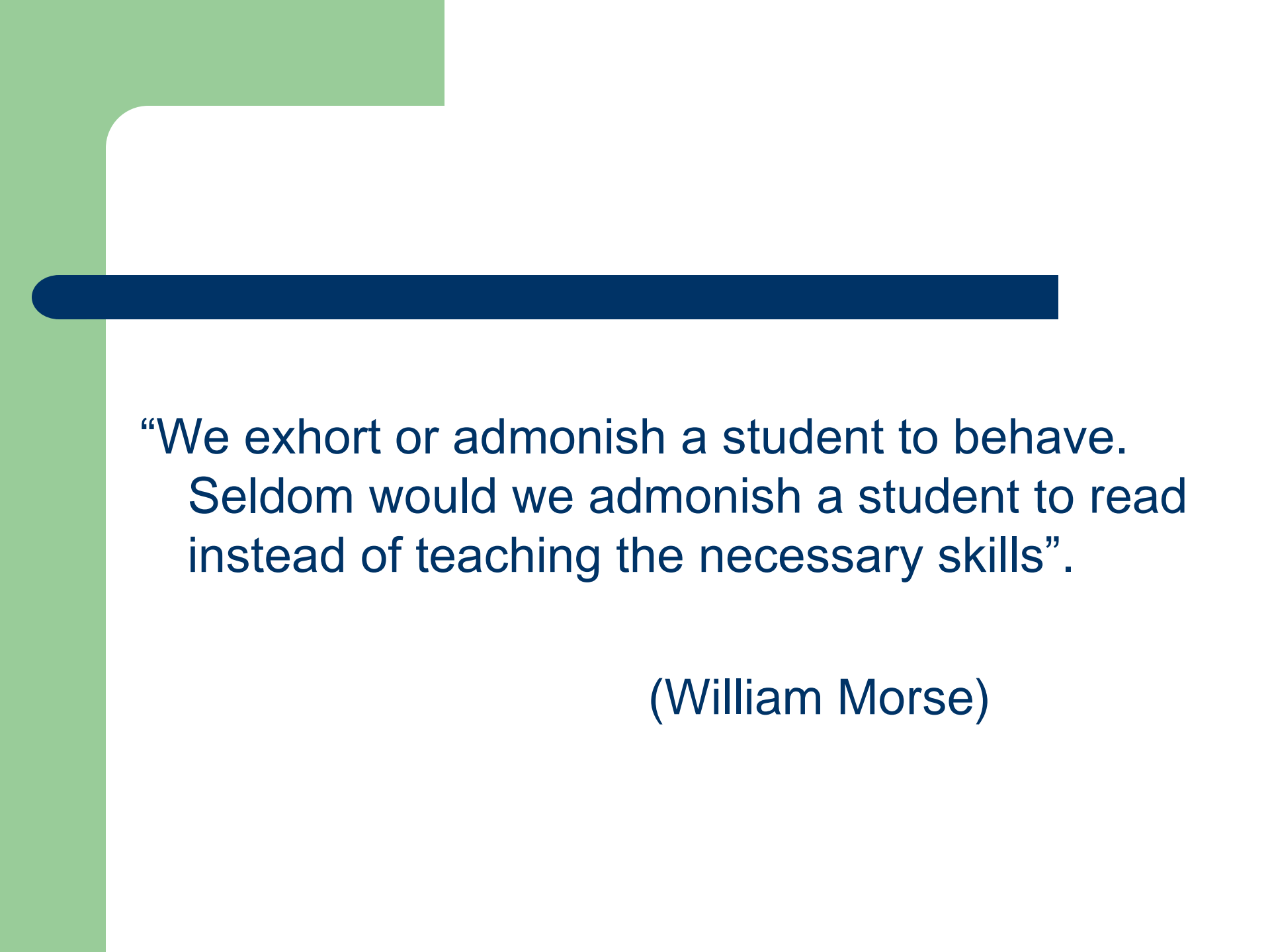
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“Kids who commit violent acts often do so because they believe their choices are limited...Psychologists say children with that view have learned aggression as a viable tool for resolving conflict—in fact, they’ve learned it’s one of their only tools.” (Natale, 1994)

Incidental Teaching

Not enough!





“We exhort or admonish a student to behave.
Seldom would we admonish a student to read
instead of teaching the necessary skills”.

(William Morse)

Introduction

Develop internal controls (Freddy)

FREDDY®





Dist. Field Newspaper Syndicate, 1980



Why don't some youngsters react prosocially?

- May not know the desired behaviors
- Emotional responses may inhibit performance
- May know the behavior, but lack the practice (or reinforcement)



Presented in
FREEDOM IN
The Spirit & Pride
for America's
Murfreesboro.
615-896-3

**WHATCHA' MEAN THEY AIN'T TEACHIN' YOU MORAL VALUES AND
SOCIAL GRACES? I'VE GOT HALF A MIND TO GO UP TO THAT SCHOOL
AND PUNCH OUT YOUR PRINCIPAL!**

When we want a student to learn to

- Swim, what do we do?
- Read, what do we do?
- Multiply, what do we do?
- Behave, what do we do?

What does the research say?

- More than 20 years of research
- Behaviors learned, strengthened, weakened
- Behaviors: aggression, helping others, behaving independently, planning a career, interacting socially, exhibiting certain speech patterns, and more
- Behavior and attitudes

More Research

Reed, 1994

Urban Ohio

Adolescents with depression

12 treatment; 6 control

Treatment group improved more than control

Research (2007)

- Adolescents with Asperger's
- 20 minutes of instruction, 50 minutes of practice daily
- 5 days a week, 6 weeks
- Significant increase in social skills rating (parents and staff)
- Improved ability to handle change
- Improvements lasted outside program and after summer ended

Behavioral Institute for Children & Adolescents

- Implemented in 5 of 7 elementary schools; alternative staff at Middle and High School
- Reduced discipline referrals by 76%
- Suspensions reduced by one-third
- Suspension recidivism cut in half after one year

Children's Mental Health, Ontario (2001)

- Skillstreaming as an evidence-based program for addressing conduct disorders
- Children and adolescents
- Determined by: expert panel, focus groups, survey of clinicians

Marzano, 2003

- “teaching social skills focuses on providing students with strategies for controlling how they react”
- In a number of studies, there is a “link between social skills and academic achievement.”
- Skillstreaming – Noteworthy program

Jones, 2004

“Extensive research supports the benefits of social skills training with students experiencing behavioral difficulties in school settings.”

Key Points

- Generalization (Goldstein)
- Match between need and intervention (intensity of instruction)
- Social interactions are highly complex (Nelson)
- Performance versus skill deficit (Gresham)

Activity



- Individually: Identify a behavior in your repertoire that others in your environment might consider problematic.
- Individually: Identify why you keep doing it.
- Share at your table/group.
- Select one from your table to share with the larger group.

Big Idea

Match skill need with intervention

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

- 
- 
- 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?

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



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

GROUP V: SKILLS FOR DEALING WITH STRESS

Skill 55: Saying No

STEPS

NOTES FOR DISCUSSION

1. Decide whether or not you want to do what is being asked.

Discuss situations when saying no is appropriate.

2. Think about why you don't want to do this.

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

3. Tell the person no in a friendly way.

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

4. Give your reason why you won't do what the person asked.

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

X. GROUP II: FRIENDSHIP-MAKING SKILLS

Skill 19: Asking a Favor

STEPS

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.

NOTES FOR DISCUSSION

Discuss how to evaluate whether the favor is necessary.

Suggest things to say: "Could you help me with this?" "I can't see if I sit over there, would you mind making room for me?" "I'm having trouble getting my work done; would you please not talk?" Giving reasons for needing the favor may increase the chances that the person will help the student.

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

Students should be taught the skill Saying Thank You (Skill 3).

Small Group Practice

- Groups of 5 or 6
- Think of a situation
- Model the skill
- Remember to “Think Aloud”

Small Group Practice (cont.)

- Select a group leader

- Role play

 - Choose main actor

 - Set the stage

 - Main actor chooses co-actor

 - Assign group to watch for specific steps

 - Guide student through role play

 - Give feedback

Case Studies

- Hannah
- Darwin
- Tanner
- Lakeesha

Attention Deficit

- Must rule out other concerns
- Medication
- Behavior management (reinforcement)
- Accommodations
- Social skills (impulse control; generalization)

Autism Spectrum

- Communication skills
- Social skills and social stories
- Visual schedules, routines
- Structured instruction
- Accommodations

Oppositional Defiant

- Clear and firm limits
- Pick your battles (avoid power struggles)
- Social skills (e.g., negotiation)
- Calm, firm and supportive
- Provide choices to give sense of control

Depression

- Refer to physician
- Cognitive therapy
- Social Skills instruction

Seligman, 1995

Students vulnerable to experiencing depression need “cognitive skills for kids to fight depression and social skills to ward off the rejections and frustrations of puberty.”

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

Activity

- In pairs, select one generalization or maintenance technique
- Summarize this technique
- Explain how this can be implemented

Uses of Skillstreaming

- Miami Valley Juvenile Rehabilitation
- La Grange, Illinois Schools
- MaComb Intermediate School District, Michigan
- Dunnerston, Vermont
- North Carolina legislature (1997) appropriated funds for Skillstreaming model

Often Used with Other Interventions

- Positive Behavior Supports
- Aggression Replacement Training

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

← 1-5%

1-5% →

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

← 5-10%

5-10% →

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

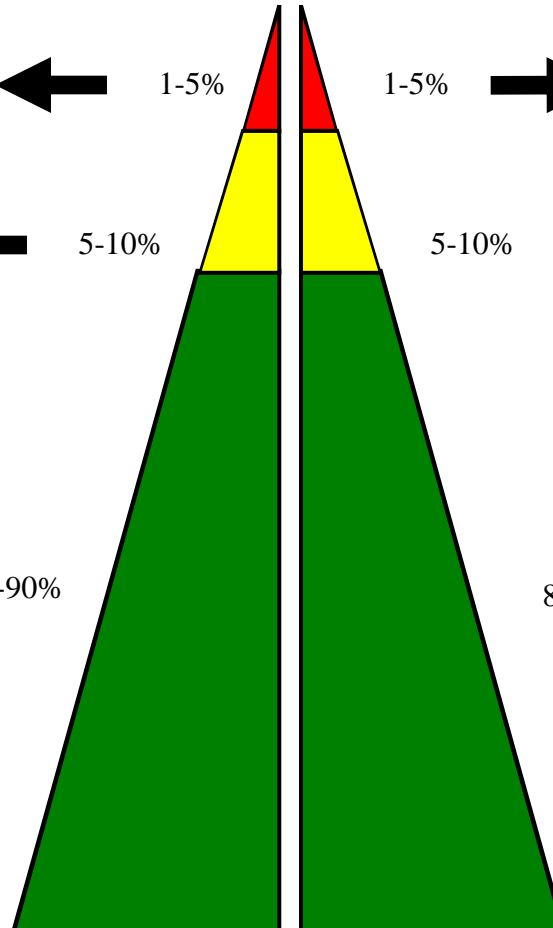
- All students
- Preventive, proactive

← 80-90%

80-90% →

Universal Interventions

- All settings, all students
- Preventive, proactive



Action Research – Cuccaro & Geitner, 2007

- 5th graders
- Targeted Intervention (part of PBS)
- Overall improvement
- Reduction in discipline referrals

Clearview Elementary, Tampa Florida

- Skillstreaming, High Five, Second Step, School-wide Reinforcement System
- Students and Staff Feelings of Safety
- Decreased Discipline Referrals
- Increased Academic Performance

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

Video/Implementation Integrity

