

Standard 11

Read the instructions for Skillstreaming and pick two skills to try with your client. Write a brief page on each about how the Skillstreaming process went and how you feel it could be used during developmental therapy.

Skillstreaming Teaching Procedures

In order to carry out the core teaching procedures that constitute the Skillstreaming method—modeling, role-playing, performance feedback, and transfer—teachers lead the group through the nine steps listed in Table 1. This chapter describes these steps and illustrates the Skillstreaming procedure in operation.

STEP 1: DEFINE THE SKILL

In this brief activity, the teacher leads a discussion of the skill to be taught. Whether the skill has been selected by the teacher or as a result of the recommended periodic skill negotiation between teacher and group members, this activity is a necessary beginning. The goal

Table 1 Skillstreaming Teaching Steps

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| <ol style="list-style-type: none">1. Define the skill2. Model the skill3. Establish student skill need4. Select role-player5. Set up the role-play6. Conduct the role-play7. Provide performance feedback8. Assign skill homework9. Select next role-player |
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is to help students understand the skill to be taught in the session. This goal can typically be achieved in a few minutes of discussion; a long lecture is not required. The following dialogue shows a teacher briefly defining Skill 43, Dealing with an Accusation:

Teacher: Thank you for getting ready for the group so quickly. Today's skill is quite an important one, one that lots of people have trouble doing well—or even at all. It's called Dealing with an Accusation. Can anyone tell me what an accusation is? Margie? Yes, what do you think?

Margie: When somebody says you did something, like hitting somebody.

Teacher: That's one good way to explain it. Thank you. Anyone else? Devin, you had your hand up.

Devin: You do something that gets you in trouble, and somebody finds out. Then you get in trouble for it.

Teacher: That's a good part of it, Devin. Can someone make an accusation if you didn't really do something wrong, like hitting someone? Yes, Jeff?

Jeff: Somebody can say you did something, but you really didn't. Like my little brother told my mom I messed up his room, but I didn't.

Teacher: Thank you, Jeff. That's another good way of explaining what an accusation is. Someone may believe that you did something and may accuse you. You may have done it, or you may not have. Most times, it is upsetting to be accused of doing something, whether or not you actually did it. So the skill we are going to learn today is how to handle these types of situations—how to deal with an accusation. Russ [second teacher], would you please hand out the Skill Cards?

(To the group) You may look for the steps on the Skill Card or on the chalkboard, where they are written.

STEP 2: MODEL THE SKILL

Modeling is defined as learning by imitation. Imitation has been examined in a great deal of research that has consistently shown it to be effective and reliable for both learning new behaviors and strengthening or weakening previously learned behaviors. Three types of learning by modeling have been identified.

Observational learning refers to the learning of behaviors the person has never performed before. Children and adolescents are great imitators. Even very young children learn new behaviors by observing others (mostly peers), whether these are styles of dressing, ways of talking, or other positive or negative behaviors.

Inhibitory and disinhibitory effects involve the strengthening or weakening of behaviors previously performed only rarely by the person due to a history of punishment or other negative reactions. Modeling offered by peers is, again, a major source of inhibitory and disinhibitory effects, and it frequently results in children's succumbing to peer pressure. Youngsters who know how to be altruistic and caring and the like may inhibit such behaviors in the presence of models who are behaving more egocentrically and being rewarded for their egocentric behavior. Aggressive models may have a disinhibitory effect: If a child sees another go unpunished for aggression, the observing youngster may engage in aggressive behavior as well.

Behavioral facilitation refers to the performance of previously learned behaviors that are neither new nor a source of potential negative reactions from others. One person buys something he or she seems to enjoy, so a friend buys one, too. A child deals with a confrontational peer in an effective manner, then a classmate approaches a similar problem the same way. These are examples of behavioral facilitation effects.

Research has demonstrated that a wide array of behaviors can be learned, strengthened, weakened, or facilitated through modeling. These include acting aggressively, helping others, behaving independently, planning a career, becoming emotionally aroused, interacting socially, displaying dependency, exhibiting certain speech patterns, behaving empathically, self-disclosing, and more. It is clear from such research that modeling can be an effective way to teach people new behaviors.

Yet it is also true that most people observe dozens and perhaps hundreds of behaviors that they do not then engage in themselves. Television, radio, magazines, and newspapers expose people to very polished, professional modeling displays of someone's buying one product or another, but observers do not later buy the product. People observe expensively produced instructional videos, but they may not learn the skills depicted. Children may see many behaviors enacted by peers in a given school day, but copy only a few, or none.

Modeling Enhancers

Research on modeling has successfully identified what we have called "modeling enhancers," or conditions that increase the effectiveness of modeling. These modeling enhancers are characteristics of the model, the modeling display, or the observer (the student). A coping model also makes learning more likely.

Model characteristics. More effective modeling will occur when the model (the person to be imitated) (a) seems to be highly skilled or expert; (b) is of high status; (c) controls rewards desired by the observer; (d) is of the same sex, approximate age, and social status as the observer; (e) is friendly and helpful; and, of particular importance, (f) is rewarded for the behavior. That is, we are all more likely to imitate expert or powerful yet pleasant people who receive rewards for what they are doing, especially when the particular rewards involved are things we too desire.

Modeling display characteristics. More effective modeling will occur when the modeling display shows the behaviors to be imitated (a) in a clear and detailed manner; (b) in the order from least to most difficult behaviors; (c) with enough repetition to make overlearning likely; (d) with as little irrelevant detail as possible; and (e) performed by several different models, rather than a single one.

Observer (student) characteristics. More effective modeling will occur when the person observing the model is (a) told to imitate the model; (b) similar to the model in background or attitude toward the skill; (c) friendly toward or likes the model; and, most important, (d) rewarded for performing the modeled behaviors.

Coping model. Modeling is more effective when a coping model, or one who struggles a little to achieve the goal of competent skill performance, is presented (Bandura, 1977). When demonstrating Dealing with Your Anger (Skill 31) or Saying No (Skill 55), it is important to show some emotion and to struggle a little with modeling. This struggling model must be demonstrated in a low-key manner, and in an acceptable way, so that the struggle does not detract from the modeling display. However, if students perceive that the skill is "easy" and can be performed without any feeling, they may be less likely to try the skill when caught up in the emotion of a real-life event. Depicting coping models will further enhance students' ability to identify with the model and will likely give them more courage to try the skill themselves.

Stages of Modeling

The effects of these modeling enhancers, as well as of modeling itself, can be better understood by examining the three stages of learning by modeling.

Attention. Clearly, students cannot learn from watching a model unless they pay attention to the modeling display and, in particular, to the specific behaviors being modeled. Students are better able to attend to the modeling by eliminating irrelevant detail in the display, minimizing the complexity of the modeled material, making the display vivid, and implementing the modeling enhancers previously described.

Retention. In order to later reproduce the behaviors the student has observed, he or she must remember or retain them. Because the behaviors of the modeling display itself are no longer present, retention must occur by memory. Memory is aided if the behaviors displayed are classified by the observer. Another name for such classification is *covert rehearsal* (i.e., reviewing in one's mind the performance of the behaviors modeled). Research has shown, however, that an even more important aid to retention is *overt rehearsal* (i.e., behavioral rehearsal). Such practice of the specific behavioral steps is critical for learning and, indeed, is the second major procedure of Skillstreaming. This is role-playing, a procedure to be examined in more depth later in this chapter. It should be noted at this

point, however, that the likelihood of retention by either covert or overt rehearsal is greatly aided by rewards provided to both the model and/or the student observer.

Reproduction. Researchers in the area of learning have distinguished between learning (acquiring or gaining knowledge) and performance. If a person has paid attention to the modeling display and has remembered the behaviors shown, it may be said that the person has learned. However, the main interest is not so much that the person *can* produce the behaviors observed, but in whether he or she *does* produce them. As with retention, the likelihood that a person will actually perform a learned behavior depends greatly on the expectation of a reward for doing so.

Modeling Guidelines

In planning live modeling displays, teachers should incorporate the following guidelines:

1. Use at least two examples for each skill demonstration. If a skill is used in more than one group session, develop two new modeling displays.
2. Select situations relevant to students' real-life circumstances.
3. The model (i.e., the person enacting the behavioral steps of the skill) should be portrayed as a youngster reasonably similar in age, socioeconomic background, verbal ability, and other characteristics salient to the youngsters in the Skillstreaming group.
4. Modeling displays should depict positive outcomes. In addition, the model who is using the skill well should always be reinforced.
5. Modeling displays should depict all the behavioral steps of the skill in the correct sequence.
6. Modeling displays should depict only one skill at a time, with no extraneous content.

In order to encourage students to attend to the skill portrayals, Skill Cards, which list the name of the skill being taught and its behavioral steps, are distributed prior to the modeling displays (see Figure 1, p. 53). Students are asked to watch and listen closely as the modeling unfolds. Particular care should be given to helping

students identify the behavioral steps as they are being modeled. Teachers can do this by pointing to the steps, which have been written on the chalkboard or easel pad, or by having the model state aloud the behavioral steps in the course of the modeling. Students should be reminded that models will often "think aloud" statements that would normally be thoughts to oneself in order to depict some of these behavioral steps and thus facilitate learning.

STEP 3: ESTABLISH STUDENT SKILL NEED

Behavioral rehearsal is the purpose of the role-play. Before group members begin role-playing, it is important to identify each student's current and future need for the skill. Reenactment of a past problem or circumstances is less relevant, unless the student predicts that such circumstances are likely to reoccur in the future. Such current student needs will likely have been established earlier as part of the selection and grouping process. Nonetheless, an open discussion within the group is needed to establish relevant and realistic role-plays. Each student is in turn asked to describe briefly where, when, and with whom he or she would find it useful to use the skill just modeled. To make effective use of such information, it is often valuable to list the names of the group members on the chalkboard or easel pad at the front of the room and to record next to each name the theme of the role-play and the name (or role) of the person with whom the skill will be used.

STEP 4: SELECT ROLE-PLAYER

Because all members of the Skillstreaming group will be expected to role-play each skill taught, in most instances it is not of great concern who does so first. Typically, teachers may ask for volunteers to begin the role-play series. If for any reason there are group members who appear to be reluctant to role-play a particular skill on a particular day, it may be helpful not to ask them to role-play first or second. Observing other students do so first can be reassuring and may help ease their way into the activity. For a few students, reluctance may turn into resistance and refusal. Refusal occurs infrequently with elementary-age students. However, because it does occur at times and is a significant roadblock to that student's learning, strategies for dealing with such problems are described at length

in chapter 9. In general, students should be encouraged, reassured, and reminded to use the skill to meet their own needs, rather than penalized, threatened, or otherwise coerced into participation.

STEP 5: SET UP THE ROLE-PLAY

Once a student has described a situation in which skill use may be useful, that student is designated as the main actor. The main actor chooses a second person (the co-actor) to play the role of the other person (e.g., teacher, peer, parent) with whom he or she will use the skill in real life. The main actor should be encouraged to select as the co-actor someone who resembles the significant other in as many ways as possible—in other words, someone who reminds the main actor most of the actual person. The group leader then elicits from the main actor any additional information needed to set the stage for the role-play. In order to make role-playing as realistic as possible, the leader should obtain a description of the physical setting, the events immediately preceding the situation, and the mood or manner the co-actor should portray, along with any other information that would enhance realism.

STEP 6: CONDUCT THE ROLE-PLAY

At this point the group leader should remind group members of their roles and responsibilities: The main actor is told to follow the behavioral steps and to “think aloud” what would normally be thought silently; the co-actor, to stay in the role of the other person; and the other students, to watch carefully for the enactment of the behavioral steps. We find it useful to assign separate behavioral steps to the observers, have them watch for the display of these steps, and then report on step use during the subsequent feedback session. For the first several role-plays, observers can be coached as to what kinds of cues to observe (e.g., posture, words chosen, tone of voice, facial expression). Then the role-players are instructed to begin. At this point it is the group leader’s responsibility to provide the main actor with any help or coaching needed in order to keep the role-play going according to the behavioral steps. Students who “break role” to offer other information should be urged to get back into the role and explain later. If the role-play is clearly going astray from the be-

havioral steps, the scene can be stopped, needed instruction provided, and the role-play resumed. One group leader should be positioned near the chalkboard or easel pad and point to each of the behavioral steps as they are enacted. This will help the main actor, as well as the observers and co-actor, follow each of the steps in order.

Role-playing should be continued until all group members have had an opportunity to participate in the role of the main actor. Sometimes this will require two or three sessions for a given skill. We suggest that each session begin with two modeling vignettes for the selected skill, even if the skill is not new to the group. It is important to note that, although the framework (behavioral steps) of each role-play remains the same, the content can and should change from role-play to role-play. When the role-plays have been completed, each student will be better equipped to act appropriately in a real-life situation requiring skill use.

Other strategies may be used to increase the effectiveness of role-plays. For example, role reversal is often a useful procedure. If a student has a difficult time perceiving his co-actor’s point of view (and vice versa), having the two exchange roles and resume the role-play can be most helpful. On occasion the group leader can also assume the co-actor role in an effort to give students the opportunity to handle types of reactions not otherwise role-played during the session. It may be critical to have a difficult adult role realistically portrayed, for instance. The leader as a co-actor may also be particularly helpful when dealing with less verbal or more hesitant students.

STEP 7: PROVIDE PERFORMANCE FEEDBACK

A brief period of feedback follows each role-play. Such feedback lets the main actor find out how well he or she followed or departed from the behavioral steps, evaluates the impact of the enactment on the co-actor, and gives the main actor encouragement to try out the behavior in real life.

The co-actor is asked to react first. Next, the observers comment on whether or not the skill steps they were assigned to watch for were followed and on other relevant aspects of the role-play. Then the group leaders comment in particular on how well the behavioral steps were followed and provide social reinforcement (praise, approval, encouragement) for close following of the skill steps. To be

most effective in providing reinforcement, leaders should follow these guidelines:

1. Provide reinforcement only after role-plays that follow the behavioral steps.
2. Provide reinforcement at the earliest appropriate opportunity after role-plays that follow the behavioral steps.
3. Provide reinforcement to the co-actor for being helpful, cooperative, and so forth.
4. Vary the specific content of the reinforcement offered (e.g., praise particular aspects of the performance, such as tone of voice, posture, phrasing).
5. Provide enough role-playing activity for each group member to have sufficient opportunity to be reinforced.
6. Provide reinforcement in an amount consistent with the quality of the given role-play.
7. Provide no reinforcement when the role-play departs significantly from the behavioral steps (except for "trying"). Instead, reteach.
8. Provide reinforcement for an individual student's improvement over previous performances.

After listening to the feedback from the co-actor, observers, and group leaders, the main actor is asked to make comments regarding the role-play and, if appropriate, to respond to the comments of others. In this way the main actor can learn to evaluate the effectiveness of his or her skill performance in light of others' viewpoints.

In all aspects of feedback, group leaders must maintain the behavioral focus of Skillstreaming. Leader comments must point to the presence or absence of specific, concrete behaviors and not take the form of general evaluative comments or generalizations. Feedback, of course, may be positive or negative in content. Positive feedback should always be given first; otherwise the student may be concentrating on the negative comment and not hear other feedback. Negative feedback should be constructive in nature, offering suggestions for what might improve skill enactment. Group leaders will very likely need to model constructive comments before al-

lowing students to give this type of feedback to a peer. Whenever possible, youngsters failing to follow the behavioral steps in the role-play should be given the opportunity to repeat the same behavioral steps after receiving corrective, constructive criticism. At times, as a further feedback procedure, we have audiotaped or videotaped entire role-plays. Giving students the opportunity to observe themselves on tape can be an effective aid, enabling them to reflect on their own verbal and nonverbal behavior.

Because a primary goal of Skillstreaming is skill flexibility, role-play enactment that departs somewhat from the behavioral steps may not be "wrong." That is, a different approach to the skill may actually work in some situations. Group leaders should stress that they are trying to teach effective alternatives and that learning the behavioral steps as presented will increase the number of behavioral choices group members have.

STEP 8: ASSIGN SKILL HOMEWORK

Following each successful role-play, students are instructed to try in their own real-life settings the behaviors practiced during the session. It is useful to begin with relatively simple homework assignments (e.g., situations that occur in the school environment, situations without a high level of stress) and, as mastery is achieved, work up to more complex and demanding assignments. This provides the teacher with an opportunity to reinforce each approximation toward proficiency. The student should not be expected to perform the skill perfectly when first using it in real-life contexts. Reinforcement should be given as the student's performance becomes closer to the ideal. Successful experiences when beginning to use the skill in the real world (homework assignments) and rewards received for doing so are critical in encouraging the student to attempt further skill use.

Homework assignments begin with the teacher and student together deciding when, how, and with whom the student will use the skill and progress to the stage where the student independently records the skills he or she has used. One of three stages of homework can be assigned, depending upon the student's level of skill mastery. It is best to begin with Homework Level 1 for each skill and gradually progress to a more independent level.

In some circumstances it may be appropriate to retain a given skill but alter one or more of its behavioral steps. Steps may be simplified as the skills and needs of the students suggest. For example, a child who repeatedly becomes out of control when losing may learn only two of the behavioral steps constituting Skill 49, Dealing with Losing:

1. Say, "Everybody can't win."
2. Say, "Maybe I'll win next time."

Group leaders should use their experience and judgment in adjusting the content of these skills.

Skill 1: Listening

STEPS

1. Look at the person who is talking.

NOTES FOR DISCUSSION

Point out to students that sometimes others may think someone isn't listening, even though he/she has heard what was said.

2. Sit quietly.

These steps are to show someone that you really are listening.

3. Think about what is being said.

Tell students to sit (or stand) facing the person and remember not to laugh, fidget, play with something, and so on.

4. Say yes or nod your head.

Discuss with students that both verbal and nonverbal messages are important to show that a person is listening.

5. Ask a question about the topic to find out more.

Discuss relevant questions (i.e., ones that do not change the topic).

SUGGESTED SITUATIONS

School: Your teacher explains an assignment.

Home: Your parents are talking with you about how to do a chore.

Peer group: Another student tells about a story he/she read or what he/she did over the weekend.

COMMENTS

This is an excellent skill with which to begin your Skillstreaming group. Once students learn the skill of Listening, it can be incorporated into group or classroom rules. You can emphasize the behaviors that show someone is listening by modeling listening behaviors yourself.

Skill 2: Asking for Help

STEPS

1. Ask yourself, "Can I do this alone?"
Students should be sure to read directions and try the task on their own (at least one problem or question) before going on to the next skill step.
2. If not, raise your hand.
Discuss that this is appropriate in class, not at home or with friends.
3. Wait. Say to yourself, "I know I can wait without talking."
Instruct the students to say this to themselves until the desired help is given.
4. Ask for help in a friendly way.
Discuss what constitutes a friendly manner (tone of voice, facial expression, content).

SUGGESTED SITUATIONS

School: You want help with an assignment, or you don't understand what you are supposed to do.

Home: You can't find your skates and ask your mom to help look for them.

Peer group: You want your friend to teach you a new dance that everyone is doing.

COMMENTS

It is very important to discuss body language throughout Skillstreaming. When first introducing terminology such as "in a friendly way," discussing and modeling friendly behaviors and nonverbal communicators are essential. Nonverbal behaviors include voice tone and volume, body posture, gestures, and facial expression.

Skill 3: Saying Thank You

STEPS

1. Decide if you want to thank someone.
2. Choose a good time and place.
3. Thank the person in a friendly way.

NOTES FOR DISCUSSION

Discuss the purpose of saying thank you (i.e., it is a way of telling someone that you appreciate what he/she did). Emphasize sincerity. You thank someone when you want to or feel it is deserved—for example, for a favor, help given, or a compliment.

Discuss how to choose a good time (when the person is not busy with something or someone else).

Let students know that it is okay to tell why you are thanking the person (that they really needed the help or that something the person did made them feel good).

SUGGESTED SITUATIONS

School: Someone helps you with your schoolwork.

Home: Your parents help you with your chores or homework, or they let you do something you have asked to do.

Peer group: Someone lends you a pencil or compliments you.

COMMENTS

Students may begin to use this skill frequently, and somewhat mechanically, following initial instruction. This is natural and should not be interpreted as insincere use of the skill. It may be useful to discuss and practice different ways of saying thank you (e.g., "It made me feel good when you ..." or doing something nice for the person).

Skill 4: Bringing Materials to Class

STEPS

1. Ask yourself, "What materials do I need for this class?"
2. Gather the materials together.
3. Ask yourself, "Do I have everything I need?"
4. Recheck your materials and pack them up.

SUGGESTED SITUATIONS

School: You are going to a special area class (art, music, physical education) or attending a class in another classroom.

Home: You are going to attend an outside club event or activity, or you are getting your backpack ready for school in the morning.

Peer group: You will be staying overnight at a friend's house.

COMMENTS

This skill helps students become more organized. For some students, at first you may need to provide a written list of what is needed. Also, providing a notebook or folder where the materials can be kept may help students perform this skill.

Posting a list of skill steps near the classroom door may help students remember to check for the materials they will need before they leave the classroom.

Skill 5: Following Instructions

STEPS

1. Listen carefully to the instructions.
2. Ask questions about anything you don't understand.
3. Repeat the instructions to the person (or to yourself).
4. Follow the instructions.

NOTES FOR DISCUSSION

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

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

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

S. Remember instructions - don't do everything

SUGGESTED 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.

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.

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if they have don't good
skills necessary to do it
ask students to do it

Skill 6: Completing Assignments

STEPS	NOTES FOR DISCUSSION
1. Ask yourself, "Is my work finished?"	Have students practice reviewing each item to be certain that all questions are answered.
2. Look over each question to be sure.	Remind students to fill in the missing answers if items aren't complete.
3. When you are sure your work is finished, hand it in.	Specific classroom rules for handing in completed work can be included in this step.
4. Say to yourself, "Good for me! I finished it!"	Discuss ways of rewarding yourself.

SUGGESTED SITUATIONS

School: Complete academic assignments given by the teacher or activities at a learning center.

Home: Finish a project or activity you started at home (making a model car from a kit or cleaning your room).

Peer group: Complete a project or a chore you promised to do for a friend.

COMMENTS

This skill facilitates organizational ability and is particularly useful for the student with a learning disability or others who have specific difficulties in task completion. Ideally, this skill should be practiced in the setting where the skill is needed. For example, if practice in seatwork completion is needed, the student should practice this skill at his or her desk. Again, it is important for students to be able to complete the task independently.

Rewarding Yourself (Skill 35) is a part of this skill (Step 4). Self-reinforcement may be necessary until the skill can be reinforced by teachers or parents.

Skill 7: Contributing to Discussions

STEPS	NOTES FOR DISCUSSION
1. Decide if you have something you want to say.	
2. Ask yourself, "Is this related to the discussion?"	Discuss that the comments must be relevant to the discussion. Give examples of relevant comments.
3. Decide exactly what you want to say.	Students may need the additional step of deciding how to say it.
4. Raise your hand.	Steps 4 and 5 should be in accordance with your classroom rules. Explain that students should eliminate these steps at home or with friends.
5. When you are called on, say what you want to say.	

SUGGESTED SITUATIONS

School: Say something in a class discussion when you have something you want to say.

Home: Say something in a family meeting or during dinner.

Peer group: Say something in a discussion with friends after school.

COMMENTS

Discussion should include times this skill is appropriate to use. Students must learn which teacher cues indicate when contributions are and are not welcome. Students will also need to discriminate among the persons with whom the skill is used. For example, contributing to a discussion among friends would be very different from contributing to a discussion in class.

When providing the opportunities for students to practice this skill, choose familiar and interesting topics for discussion.

Skill 8: Offering Help to an Adult

STEPS

1. Decide if the adult needs your help.
2. Decide how to ask if you can help.
3. Ask yourself, "Is this a good time to offer help?"
4. Ask the adult if you may help.

NOTES FOR DISCUSSION

- Discuss how the adult might act if he or she needed help. Discuss different ways of asking—for example, "May I help you do that?"
- Remind students to be sure that their work is completed and there isn't something else they are supposed to do. If this is not a good time, they should wait until it is a good time.
- Discuss the importance of following through with help.

SUGGESTED SITUATIONS

School: The teacher is making a bulletin board or rearranging the classroom.

Home: Your mom or dad is fixing dinner.

COMMENTS

With some students, it is especially important to emphasize Step 1, deciding if the teacher or parent needs the help. A student who frequently requests to help may be attempting to gain attention or avoid academic tasks. In such cases this skill can be useful to teach the student when offering assistance is appropriate.

Skill 9: Asking a Question

STEPS

1. Decide what you need to ask.
2. Decide whom you will ask.
3. Decide what to say.
4. Choose a good time.
5. Ask your question.

NOTES FOR DISCUSSION

- Discuss how students can decide whether they really need to ask this question.
- Discuss how to decide whether to ask the teacher, an aide, a classmate, or someone else.
- Stress asking in a friendly way—it is not only what you say but how you say it.
- Discuss how to choose a good time (when the other person isn't busy or talking with someone else).
- Teach students Saying Thank You (Skill 3) and encourage them to use it when they receive the answer to their question.

SUGGESTED SITUATIONS

School: Ask the teacher about something you don't understand.

Home: Ask your mom and dad about their work or hobbies.

Peer group: Ask another student how to play a game.

COMMENTS

Discuss the times when it is necessary to ask a question. Encourage students to use this skill only when they have a legitimate question. Discussion should include other ways of finding needed information—for example, consulting a dictionary, encyclopedia, or computer program.

Skill 10: Ignoring Distractions

STEPS	NOTES FOR DISCUSSION
1. Count to five.	Discuss that counting to five will give the student the time to calm down if frustrated and to recall the rest of the skill steps.
2. Say to yourself, "I won't look. I'll keep on working."	Statements should be spoken aloud during modeling and role-playing.
3. Continue to work.	
4. Say to yourself, "Good for me. I did it!"	Discuss ways of rewarding yourself.

SUGGESTED SITUATIONS

School: Another teacher comes into the room to talk with your teacher.

Home: Your brother or sister tries to distract you from your chores or homework.

Peer group: A classmate tries to get your attention in class or to distract you from a game at recess.

COMMENTS

Each time students ignore a distraction, they may make a check mark on an index card or color a space on one of the Self-Recording Forms from the Program Forms book (see the example in Figure 6, p. 75). Self-recording efforts can then be reinforced if needed.

Rewarding Yourself (Skill 35) is a part of this skill (Step 4). Self-reinforcement may be necessary until the skill can be reinforced by teachers or parents.

Skill 11: Making Corrections

STEPS	NOTES FOR DISCUSSION
1. Look at the first correction.	Discuss dealing with one correction at a time, rather than looking at them all. This will help lessen frustration and make the task seem less overwhelming.
2. Try to answer the question (or do the task) again.	
3. If you don't understand the question, ask someone.	Teach students Asking for Help (Skill 2).
4. Write in your new answer.	
5. Say to yourself, "Good. That one is done."	
6. Go on to the next correction.	

SUGGESTED SITUATIONS

School: Your teacher gives your math assignment back for you to correct.

Home: You must do a chore over again.

Peer group: You made something for a friend, but it didn't turn out right.

COMMENTS

Redoing tasks or academic assignments can be extremely frustrating for children. Discuss the normal feeling of frustration when tasks must be done again.

If many errors are made on any assignment, it is important to analyze these errors and reteach the necessary skills. This skill is most useful following such a reteaching effort or for assignments that are completed carelessly, not for assignments beyond the student's abilities.

Skill 12: Deciding on Something to Do

STEPS

1. Check to be sure you have finished all of your work.
2. Think of the activities you would like to do.
3. Choose one.
Students should be sure the activity chosen will not disrupt classmates who have not yet completed their schoolwork (or brothers or sisters, if the students are at home).
4. Start the activity.

SUGGESTED SITUATIONS

School: Decide on an activity during free time in the classroom or when you have a few minutes after finishing your work.

Home: Choose something to do after you have finished your homework and chores.

COMMENTS

Encourage students to list both quiet activities (those in which they could engage when other students are still working on their academic assignments) and less quiet activities (those in which they can participate during a free activity period for the entire class). This list, along with the behavioral steps for this skill, can then be displayed in the classroom for easy student reference. Dealing with Boredom (Skill 45) is a similar skill geared for use outside of the academic setting.

Skill 13: Setting a Goal

STEPS

1. Decide on a goal you want to reach.
Discuss choosing a realistic goal (considering content, time frame).
2. Decide on the steps you will need to take to get there.
It may be helpful to list these steps on a bulletin board, include them in a student folder, or write them on a card taped to students' desks.
3. Take the first step.
4. Take all other steps, one at a time.
Encourage students to mark off each step as it is achieved. (This also gives students practice in organization.)
5. Reward yourself when your goal is reached.
Discuss ways of rewarding yourself.

SUGGESTED SITUATIONS

School: Set and reach an academic, behavioral, or social skills goal.

Home: Clean your room or the garage.

Peer group: Make a new friend.

COMMENTS

Many elementary-age students enjoy setting academic goals (e.g., learning addition facts, reading a given number of books). Setting small goals that can be easily achieved in a relatively short period of time (e.g., reading one book) is more beneficial than setting less attainable goals. Goal setting is also useful for nonacademic areas, such as prosocial skills development. Examples include practicing a given skill a certain number of times or using it at home or with peers.

Rewarding Yourself (Skill 35) is a part of this skill (Step 5). Self-reinforcement may be necessary until the skill can be reinforced by teachers or parents.

Skill 14: Introducing Yourself

STEPS

1. Decide if you want to meet the person.
 NOTES FOR DISCUSSION
 Discuss why students might want to meet a person: The person looks friendly, is new to the school, and so forth.
2. Decide if it is a good time.
 Discuss how to choose a good time: The person is not busy with something or someone else.
3. Walk up to the person.
 Watch for appropriate distance.
4. Introduce yourself.
 Discuss ways to introduce yourself (say, "Hi, my name is ____").
5. Wait for the person to tell you his/her name.
 (If he/she doesn't tell you, ask.)
 Discuss appropriate ways to ask a person's name.

SUGGESTED SITUATIONS

School: There is a new student in your classroom.

Home: A friend of your parents is visiting your home.

Peer group: A new boy or girl moves into your neighborhood.

COMMENTS

Practicing this skill also helps students know what to do when someone else introduces himself or herself.

A logical next skill to teach is Beginning a Conversation (Skill 15). Students may then practice putting the two skills together in one role-play.

Skill 15: Beginning a Conversation

STEPS

1. Choose the person with whom you want to talk.
 NOTES FOR DISCUSSION
 Remind students to consider whether their talking is going to bother someone else—for example, someone who is trying to work.
2. Decide what you want to say.
 Suggest topics like something students did during the weekend, a hobby, or a favorite sport.
3. Choose a good time and place.
 Discuss how to choose a good time: when the other person isn't busy or when the student isn't supposed to be doing something else.
4. Start talking in a friendly way.
 Discuss the body language and nonverbal communicators that show a friendly attitude and suggest watching the person to see if he or she seems interested.

Stress not talking too long without giving the other person a chance to talk.

SUGGESTED SITUATIONS

School: Tell a classmate about an art project you did.

Home: Tell your parents what happened at school.

Peer group: Tell a friend what you did during the weekend.

COMMENTS

Students should role-play this skill with both adults and peers to determine language and nonverbal signals appropriate for persons in different roles—for example, teachers, parents, friends.

This skill can be taught directly following Skill 14 (Introducing Yourself). Skill 16 (Ending a Conversation) may follow this skill as needed.

Skill 16: Ending a Conversation

STEPS

1. Decide if you need to end the conversation.
2. Decide what to say.
Tell students to ask themselves, "What is the reason? Give examples: 'I have to go now, but I'll talk with you later'; 'I have to do my work.'"
3. Wait until the other person stops talking.
Discuss the importance of not interrupting and of thinking whether or not this is a good time to end the conversation.
4. Say it in a friendly way.
Remind students of the body language and nonverbal communicators that show a friendly attitude.

SUGGESTED SITUATIONS

School: Recess or free time in the classroom is over.

Home: You are talking with your parents, and a friend is waiting for you.

Peer group: Your mother tells you to come inside or to stop talking on the telephone.

COMMENTS

Learning how to end a conversation may help students stay out of trouble—for example, be on time to class, be home on time, not disrupt the class. Discussing such situations helps students understand the purpose of this skill.

After practicing Skills 14, 15, and 16 separately, give students practice in using these skills successively.

Skill 17: Joining In

STEPS

1. Decide if you want to join in.
Students should decide whether they really want to participate.
2. Decide what to say.
Suggest possible things to say: "Can one more person play?" "Can I play, too?"
3. Choose a good time.
Discuss how to choose a good time: during a break in the activity or before the activity has begun.
4. Say it in a friendly way.
Discuss the body language and nonverbal communicators that show a friendly attitude.

SUGGESTED SITUATIONS

School: Ask to join in a group game at recess.

Home: Ask to join a game with parents or brothers and sisters.

Peer group: Ask to join an activity in the neighborhood.

COMMENTS

This skill is very useful for students who have difficulty deciding what to do in social play situations. The skill gives them the opportunity to join peers in an ongoing activity.

Encourage students to try out this skill first with peers or adults they feel will accept their overtures.

Skill 18: Playing a Game

STEPS	NOTES FOR DISCUSSION
1. Be sure you know the rules.	Discuss what to do if students don't know the rules (ask someone to explain them).
2. Decide who starts the game.	Discuss methods of deciding who begins the game—for example, roll the dice or offer to let the other person go first.
3. Remember to wait your turn.	Suggest that students repeat silently to themselves, "I can wait until it's my turn."
4. When the game is over, say something nice to the other person.	Discuss and practice appropriate ways of handling winning (tell the person he/she played a good game) and losing (congratulate the other person).

SUGGESTED SITUATIONS

School: Play a board game with a classmate or a group game at recess.

Home: Play a game with your parents, brother, or sister.

Peer group: Play a group game with friends in the neighborhood.

COMMENTS

It may be helpful to coach students in how to play a variety of board games and group games played at recess or in the neighborhood so they will feel confident playing. Posting lists of familiar classroom and recess games may also encourage them to play acceptable games.

Good skills to teach following this one are Dealing with Losing (Skill 49) and Being a Good Sport (Skill 50).

Skill 19: Asking a Favor

STEPS	NOTES FOR DISCUSSION
1. Decide if you want or need to ask a favor.	Discuss how to evaluate whether or not the skill is necessary. If it isn't necessary, the student should stop at this step.
2. Plan what you want to say.	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 may increase the chance that the person will help.
3. Ask the favor in a friendly way.	Discuss the body language and nonverbal communicators that show a friendly attitude.
4. Remember to thank the person.	Teach the skill Saying Thank You (Skill 3).

SUGGESTED SITUATIONS

School: You would like to join a group and someone must move over to make room for you, or someone is making a noise that interferes with your work.

Home: The television is too loud for you to do your homework.

Peer group: A friend is going to a movie and you'd like to go along, or you would like to borrow something of a friend's.

COMMENTS

The definition of a "favor," as used in this skill, is anything a student needs help with, varying from problems with other people to school and other informational problems. Students may need guidance in deciding on the individual they should ask in different situations.

Teach students to use Accepting No (Skill 54) if the person they ask can't help.

Skill 20: Offering Help to a Classmate

STEPS	NOTES FOR DISCUSSION
1. Decide if the person needs or wants help.	Discuss how to determine if another student needs help: How does he look? What is she doing or saying?
2. Think of how you can help.	Observing the person can help the student decide whether to offer physical help or verbal guidance.
3. Decide what to say.	Discuss a variety of ways to offer help.
4. Choose a good time.	Remind students to be sure that they are not supposed to be doing something else.
5. Ask in a friendly way.	Discuss the body language and nonverbal communicators that show a friendly attitude.

SUGGESTED SITUATIONS

School: A classmate drops his/her books or is having difficulty with an assignment or a project.

Peer group: A friend is having difficulty completing a chore or project.

COMMENTS

Discuss how people feel when helping someone or being helped. Emphasize not feeling hurt or offended if the person says no or asks someone else for help. If the person wants help, the student should follow through.

Skill 21: Giving a Compliment

STEPS	NOTES FOR DISCUSSION
1. Decide what you want to tell the other person.	Discuss the types of things students may want to compliment someone on: appearance, behavior, an achievement.
2. Decide what to say.	Give examples of compliments.
3. Choose a good time and place.	Discuss how to choose: when the student and the other person aren't busy and perhaps when a lot of other people aren't around.
4. Give the compliment in a friendly way.	Emphasize giving the compliment in a sincere manner. Discuss the body language and facial expressions associated with sincerity.

SUGGESTED SITUATIONS

School: A classmate has done really well on an assignment or has worked very hard on a project.

Home: Your mom or dad makes a good dinner.

Peer group: You like what someone is wearing.

COMMENTS

When students first begin using this skill, it may appear mechanical and insincere. Once they have had sufficient practice, their skill use will be more natural.

Discuss the way both the giver and recipient of the compliment might feel (e.g., embarrassed, pleased).

Skill 22: Accepting a Compliment

STEPS

1. Decide if someone has given you a compliment.
2. Say thank you.
3. Say something else if you want to.

NOTES FOR DISCUSSION

Discuss ways students can tell whether someone has given them a compliment—for instance, how the person looked and sounded when making the comment.

If necessary, teach students Saying Thank You (Skill 3).

Give an example: "Yes, I tried hard." Encourage students to give credit to someone else who may have helped also: "Joey helped, too."

SUGGESTED SITUATIONS

School: The teacher compliments you on work well done.

Home: Your parents compliment you on how well you did your chores.

Peer group: A friend compliments you on the way you look.

COMMENTS

This skill is important because children are frequently embarrassed when given a compliment. Children with low self-esteem may also interpret compliments as negative and become defensive, as if they don't believe what the person is saying. When receiving a compliment is presented as a skill to be learned, such children are frequently more accepting.

Skill 23: Suggesting an Activity

STEPS

1. Decide on an activity you want to suggest.
2. Decide what to say.
3. Choose a good time.
4. Say it in a friendly way.

NOTES FOR DISCUSSION

Discuss a variety of appropriate activities in various settings (playground, during free time in the classroom, etc.).

Give an example: "Would you like to _____?"

Discuss how to choose a good time: when others aren't involved with another activity.

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

SUGGESTED SITUATIONS

School: Suggest a group game to be played at recess.

Home: Suggest an evening out with your parents—for example, going to a movie.

Peer group: Suggest a game or an activity to a friend.

COMMENTS

It may be helpful to coach students in how to play a variety of games. The activity must be appropriate to the setting (e.g., the classroom versus the playground or neighborhood) and to the number of students involved (group versus individual) so certain individuals are not left out.

Discuss what to say if someone says no to a suggested activity: Students could ask, "What would you like to do?" or invite someone else.

Skill 24: Sharing

STEPS

1. Decide if you want to share something.
2. Decide on the person with whom you want to share.
3. Choose a good time and place.
4. Offer to share in a friendly and sincere way.

NOTES FOR DISCUSSION

Talk about how the other person might feel if the student does or doesn't share.

If the student can share only with one person, point out that others around may feel left out.

Discuss how to choose a good time: when another person needs or would enjoy using something of the student's.

Discuss appropriate body language, voice tone, and facial expression.

SUGGESTED SITUATIONS

School: Offer to share your materials (crayons, pencils, paper) with a classmate.

Home: Offer to share a treat with a friend, brother, or sister.

Peer group: Offer to share a game or toys with a friend.

COMMENTS

Teachers should create opportunities in the classroom for students to share work materials, information, and other items. Doing so will not only increase the chances that students will master this skill but also enhance a sense of community within the instructional setting.

Skill 25: Apologizing

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.

NOTES FOR DISCUSSION

Discuss how we sometimes do things for which we are later sorry. Apologizing is something we can do to let other people know we are sorry. It also often makes us feel better.

Discuss when it is best to use verbal or written ways to apologize.

Discuss how to choose a good time (i.e., soon after the problem). The student may want to be alone with the person for a verbal apology.

Discuss the body language, voice tone, and facial expressions associated with sincerity.

SUGGESTED SITUATIONS

School: You are late for a class.

Home: You accidentally break something.

Peer group: You said something cruel because you were angry, or you had planned to do something with a friend but you had to go somewhere with your parents instead.

COMMENTS

It may be beneficial to discuss how difficult it might be to apologize. Discussion of how a person might feel before apologizing (e.g., anxious, afraid) as well as how a person might feel receiving the apology (e.g., relieved, less upset, less angry) may make students more willing to use this skill.

Skill 26: Knowing Your Feelings

STEPS

1. Think of how your body feels.
2. Decide what you could call the feeling.
3. Say to yourself, "I feel _____."

NOTES FOR DISCUSSION

Discuss the cues students' bodies may give—for example, blushing, tight muscles, or queasy stomach.

Discuss feelings such as frustration, fear, and embarrassment and their associated physical reactions.

SUGGESTED SITUATIONS

School: You are frustrated with a difficult assignment, or you are embarrassed about a grade.

Home: You are disappointed because your parents forgot to do something they had promised.

Peer group: You are disappointed because a friend promised to go to a movie with you but now can't go.

COMMENTS

Additional activities specific to identifying and labeling feelings will likely be needed. Such activities might include generating a list of feeling words to be displayed in the classroom, finding pictures in magazines of persons expressing those feelings, and discussing different situations and how people might feel in them.

Skill 27: Expressing Your Feelings

STEPS

1. Stop and think of how your body feels.
2. Decide what to call the feeling.
3. Think about your choices:
 - a. Say to the person, "I feel _____."
 - b. Walk away for now.
 - c. Get involved in an activity.
 - d. Act out your best choice.

NOTES FOR DISCUSSION

Discuss how students can identify feelings by paying attention to body cues.

Display a list of feeling words. Discuss what events may have contributed to the feeling.

Consider when and where the student may be able to talk about the feeling.

Suggest this alternative as a way to calm down.

Discuss alternative activities.

If the student is still having an intense feeling—such as anger—after following these steps, he or she should wait until the feeling isn't so intense before acting on the best choice. If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: You want to answer in class, but you are afraid your answer will be wrong.

Home: Your parents won't allow you to watch a movie on TV that many of your friends are going to watch.

Peer group: Someone calls you a name or ignores you.

COMMENTS

You can model this skill throughout the year by expressing your own feelings to the class in an appropriate manner.

Skill 28: Recognizing Another's Feelings

STEPS

1. Watch the person.
2. Name what you think the person is feeling.
3. Decide whether or not to ask the person if he/she is feeling that way.
4. Ask in a concerned way.

NOTES FOR DISCUSSION

Discuss paying attention to the way the person looks (posture, facial expression), what the person does and says, and how the person says it.

Display a list of feeling words for reference.

If the person seems very angry or upset, it may be best to wait until the person has calmed down.

Discuss desirable ways to ask: facial expression, voice tone, and so on that show concern.

SUGGESTED SITUATIONS

School: After assignments are handed back, a student puts his head on the desk.

Home: Your dad or mom is slamming doors and muttering to himself/herself.

Peer group: A friend wasn't chosen for a game, or a classmate is watching a game instead of asking to join in.

COMMENTS

Include role-plays targeted toward both adults and peers. This skill should precede Showing Understanding of Another's Feelings (Skill 29).

Skill 29: Showing Understanding of Another's Feelings

STEPS

1. Name what you think the person is feeling.
2. Think about your choices:
 - a. Ask the person if he/she feels this way.
 - b. Ask the person if you can help.
 - c. Leave the person alone.
3. Act out your best choice.

NOTES FOR DISCUSSION

Discuss how the student might feel if he or she were in that situation.

Discuss how the student should base the choice on how well he or she knows the other person and on the cues the person is giving.

If the person seems very upset or angry, it may be best to leave the person alone and then make another choice when the person is less upset.

If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: A classmate is crying because someone teased her.

Home: Your brother or sister won't talk to anyone after having a talk with a parent.

Peer group: A friend throws a board game after losing.

COMMENTS

Teach Recognizing Another's Feelings (Skill 28) prior to this skill. It will then be beneficial to have students practice using the two skills together.

Skill 30: Expressing Concern for Another

STEPS

1. Decide if someone is having a problem.
2. Think about your choices:
 - a. Say, "Can I help you?"
 - b. Do something nice for the person.
3. Act out your best choice.

NOTES FOR DISCUSSION

Discuss ways to determine if someone is having a problem: What is the person doing? How does he or she look? Discuss the meaning of empathy and its importance in using this skill.

Emphasize sincerity.

Suggest sharing something with the person or asking the person to join an activity.

If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: A classmate is struggling with a difficult assignment.

Home: A parent is having difficulty with a chore.

Peer group: A friend has hurt himself/herself.

COMMENTS

Students may need instruction in the skill of Recognizing Another's Feelings (Skill 28) before using this one.

Skill 31: Dealing with Your Anger

STEPS

1. Stop and count to 10.
2. Think about your choices:
 - a. Tell the person in words why you are angry.
 - b. Walk away for now.
 - c. Do a relaxation exercise.
3. Act out your best choice.

NOTES FOR DISCUSSION

Discuss the importance of allowing yourself time to cool off and think.

Discuss how to tell the person in a way that won't get that person angry, too.

Students may need to ask the teacher if they can leave the classroom and run an errand or take a break.

Teach students Relaxing (Skill 56).

If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: You don't think the teacher has been fair to you, you are angry at yourself for forgetting your homework, or you are having a day where everything seems to go wrong.

Home: Your parents won't let you have a friend over or won't let you leave the house.

Peer group: A friend talks about you behind your back.

COMMENTS

For a child who directs anger inward, additional choices may be necessary. Such choices might include "Write about how you feel" or "Decide what you can change to keep this from happening again." Skills such as Problem Solving (Skill 41) may also help children who direct anger toward themselves.

Skill 32: Dealing with Another's Anger

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.

NOTES FOR DISCUSSION

Discuss the importance of not interrupting or becoming defensive. If needed, students may say to themselves, "I can stay calm."

Discuss the possible consequences of each choice.

If the student begins to feel angry, too, he/she should walk away until feeling calmer. This action will not fix the problem, but will keep the student out of trouble. Later, the student can make a different choice.

3. Act out your best choice.

SUGGESTED SITUATIONS

School: The teacher is angry at you for not doing well on a test.

Home: Your parents are angry because you didn't clean your room.

Peer group: Another student is angry at you because you didn't choose him to play a game.

COMMENTS

Students need to know that it may be okay to delay discussing the situation when a peer is angry. If an adult is angry, delaying may only create more problems for the student. Stress the importance of adjusting one's behavior according to the role of the person with whom the problem exists.

Skill 33: Expressing Affection

STEPS

1. Decide if you have good feelings about the other person.
2. Decide if you think the other person would like to know you feel this way.
3. Decide what to say.
4. Choose a good time and place.
5. Tell the person in a friendly way.

NOTES FOR DISCUSSION

Discuss these feelings.

Discuss possible consequences of telling the person—for example, the person may become embarrassed or feel good.

Discuss how to choose a good time: Being alone may make it easier to express affection.

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

SUGGESTED SITUATIONS

School: Thank a teacher for something he/she has done.

Home: Tell your parents that you love them.

Peer group: Tell friends that you like them and want to continue being friends.

COMMENTS

This skill is difficult for many adults to carry out, and therefore students may have had the skill modeled for them quite infrequently. It is important for teachers to provide this type of modeling.

Students may need to discuss how to express affection to persons in different roles: teachers, adult friends, peers. The way in which students display this affection will differ from one person to another.

Skill 34: Dealing with Fear

STEPS

1. Decide if you are feeling afraid.
2. Decide what you are afraid of.
3. Think about your choices:
 - a. Talk to someone about it.
 - b. Do a relaxation exercise.
 - c. Try what you are afraid of doing anyway.
4. Act out your best choice.

NOTES FOR DISCUSSION

- Discuss bodily cues of fear (e.g., sweaty hands, nausea, pounding heart).
- Discuss real versus imagined threats. The student may need to check this out with another person.
- Discuss choosing someone reassuring (teacher or parent).
- Teach students Relaxing (Skill 56).
- Discuss the feelings of accomplishment that can come from doing something difficult.
- Discuss possible consequences of each choice. If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: You are afraid to take a test, or you are afraid to go out to recess because someone said he/she would beat you up.

Home: You are home alone at night.

Peer group: Someone in the neighborhood challenges you to do something dangerous, or a peer threatens to say you did something that will get you into trouble.

COMMENTS

Encourage students to evaluate realistic *versus* unrealistic fears. When fears are realistic, talking to someone about them would be the best choice. Students may also need to problem solve ways to deal with realistic fears (see Skill 41: Problem Solving).

Skill 35: Rewarding Yourself

STEPS

1. Decide if you did a good job.
2. Say to yourself, "I did a good job."
3. Decide how else you will reward yourself.
4. Do it.

NOTES FOR DISCUSSION

- Discuss ways to evaluate your own performance.
- Give examples of other self-rewards—take a break, do something you enjoy. Discuss.
- Point out that students should reward themselves as soon after their performance as possible.

SUGGESTED SITUATIONS

School: You completed all of your assignments.

Home: You cleaned your room, you finished a difficult homework assignment, or you helped a neighbor who needed your help.

Peer group: You helped a friend do his/her chores.

COMMENTS

Emphasize that people don't always have to depend on others to reward their actions.

Skill 36: Using Self-Control

STEPS	NOTES FOR DISCUSSION
1. Stop and count to 10.	Discuss the importance of allowing yourself time to cool off and think.
2. Think of how your body feels.	Discuss how bodily cues may signal losing control (e.g., your hands become sweaty, you feel hot or weak).
3. Think about your choices:	
a. Walk away for now.	Students should ask to leave the area for a few minutes, if necessary, until they regain control.
b. Do a relaxation exercise.	Teach students Relaxing (Skill 56).
c. Write about how you feel.	
d. Talk to someone about it.	Discuss choosing someone who would be likely to understand.
4. Act out your best choice.	If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: You are behind in your schoolwork and must stay after school to finish.

Home: Your parents won't let you go to a friend's house.

Peer group: A friend borrows something of yours and breaks it.

COMMENTS

Students should use this skill when they are too angry or upset to identify what they are feeling and need to gain control before dealing with the problem. Tell students that sometimes when people are very angry or upset, it is okay to delay dealing with the problem.

Skill 37: Asking Permission

STEPS	NOTES FOR DISCUSSION
1. Decide what you want to do.	Remind students to be sure this activity won't be harmful to themselves or another person.
2. Decide whom to ask.	This will usually be a parent or teacher.
3. Plan what to say.	
4. Choose the right time and place.	Discuss how to choose a good time: when the person isn't involved with another activity. The student may want to ask privately.
5. Ask in a friendly way.	Discuss the body language and nonverbal communicators that show a friendly attitude.

SUGGESTED SITUATIONS

School: Ask the teacher for a special privilege.

Home: Ask your parents if you may go to a friend's house or if you may participate in a school activity.

Peer group: Ask a friend if you may borrow something.

COMMENTS

We hope students' skill use will be successful most of the time. With this skill, however, many times permission may not be granted (e.g., parents can't afford it, the friend's house is too far away, or it's too late at night). It is therefore important to teach Rewarding Yourself (Skill 35) and/or Accepting No (Skill 54) immediately after this skill.

Skill 38: Responding to Teasing

STEPS

1. Stop and count to five.
2. Think about your choices:
 - a. Ignore the teasing.
 - b. Say how you feel.
 - c. Give a reason for the person to stop.
3. Act out your best choice.

NOTES FOR DISCUSSION

Discuss how using this skill can prevent students from losing control.

Point out that ignoring for a short time doesn't always work; the student may need to ignore for a long time. Discuss ways to ignore (e.g., walk away).

Give an example of an "I feel" statement: "I feel _____ when _____."

Suggest possible reasons: The student will talk to an adult about the problem or knows the teaser just wants to get someone upset. Emphasize giving the reason in a friendly tone of voice.

If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: Someone is poking you or making faces at you in class.

Home: Your brother or sister laughs at you.

Peer group: Someone calls you a name or teases you about the way you look or the clothes you wear.

COMMENTS

Students may need practice in making appropriate, nonthreatening "I feel" statements.

Skill 39: Avoiding Trouble

STEPS

1. Stop and think about what the consequences of an action might be.
2. Decide if you want to stay out of trouble.
3. Decide what to tell the other person.
4. Tell the person.

NOTES FOR DISCUSSION

With students, create a list of the possible consequences of particular actions.

Discuss how to decide if it is important to avoid these consequences.

Discuss how to say no in a friendly but firm way.

SUGGESTED SITUATIONS

School: Another student wants you to help him/her cheat on a test.

Home: Your brother or sister wants you to take money from your parents.

Peer group: A friend wants you to tease another friend.

COMMENTS

It is important to teach students to anticipate the consequences of their actions. They may still choose to accept the consequences.

Skill 40: Staying Out of Fights

STEPS	NOTES FOR DISCUSSION
1. Stop and count to 10.	Discuss how this can help the student to calm down.
2. Decide what the problem is.	Discuss the consequences of fighting and whether fighting can solve a problem.
3. Think about your choices:	
a. Walk away for now.	Students should ask to leave the area for a few minutes, if needed.
b. Talk to the person in a friendly way.	Discuss how to "read" the behavior of the other person (i.e., is he/she calm enough to talk with) and evaluate one's own degree of calmness and readiness to talk about the problem. Discuss ways to state the problem inoffensively.
c. Ask someone for help in solving the problem.	Discuss who can be the most help: teacher, parent, or friend.
4. Act out your best choice.	If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: Someone says that you did poorly on your schoolwork.

Home: Your brother or sister tells your parents that you did something wrong.

Peer group: Someone doesn't play fair in a game or calls you a name.

COMMENTS

This skill may not be supported at home or "on the streets." Nevertheless, students need to be taught the importance of handling conflict in a peaceful way.

Skill 41: Problem Solving

STEPS	NOTES FOR DISCUSSION
1. Stop and say, "I have to calm down."	Discuss ways to calm down—for example, take three deep breaths, count to 10.
2. Decide what the problem is.	Stress the importance of reflecting on the reason the student is upset.
3. Think about different ways to solve the problem.	List and discuss a variety of alternatives and the consequences of each.
4. Choose one way.	Discuss how to weigh alternatives to pick the best choice.
5. Do it.	
6. Ask yourself, "How did this work?"	If one alternative doesn't work, the student should try another.

SUGGESTED SITUATIONS

School: You don't understand an assignment, or you forgot your lunch money.

Home: You broke a window at your house.

Peer group: You lost something you borrowed from a friend.

COMMENTS

When a problem arises in the classroom, teachers may lead the class in discussing alternative ways to deal with the problem and the possible consequences of each alternative. Students can then choose the best alternative. Using this problem-solving technique when classroom problems arise will promote students' ability to use this skill and teach them when to use it.

This is a good prerequisite skill for Accepting Consequences (Skill 42).

Skill 42: Accepting Consequences

STEPS	NOTES FOR DISCUSSION
1. Decide if you were wrong.	Discuss that it is okay to be wrong: Everyone makes mistakes, and it's not the end of the world.
2. If you were wrong, say to yourself, "I have to accept consequences."	Discuss the possible consequences of particular actions.
3. Say to the person, "Yes, I did _____ (describe what you did)."	Discuss how to describe the behavior without making excuses.
4. Say something else:	Point out that this should be said in a friendly manner.
a. How will you avoid this the next time?	
b. Apologize.	Emphasize sincerity.

SUGGESTED SITUATIONS

School: You forgot your homework assignment.

Home: Your parents tell you that you can't go to a movie because you didn't do your chores.

Peer group: You lost the money your friend asked you to keep for him/her.

COMMENTS

Because this skill involves some problem solving, it is best to teach Problem Solving (Skill 41) first.

Skill 43: Dealing with an Accusation

STEPS	NOTES FOR DISCUSSION
1. Stop and say, "I have to calm down."	Discuss ways to calm down—for example, take three deep breaths, count to 10.
2. Think about what the person has accused you of.	
3. Ask yourself, "Is this person right?"	If the person is correct, the student can use Accepting Consequences (Skill 42).
4. Think about your choices:	Discuss the body language and nonverbal communicators that show a friendly attitude.
a. Explain, in a friendly way, that you didn't do it.	
b. Apologize.	Emphasize sincerity.
c. Offer to make up for what happened.	Discuss how to make amends: earning the money to pay for a lost or broken item, giving the person something of your own, or giving back a stolen item.
5. Act out your best choice.	If one choice doesn't work, the student should try another one, but it should be an honest choice.

SUGGESTED SITUATIONS

School: A teacher has accused you of cheating.

Home: Your parents accuse you of breaking something.

Peer group: A friend accuses you of taking something that isn't yours.

COMMENTS

It is helpful to reinforce that everyone makes mistakes at times but that it is important to learn from these mistakes and not continue to make the same ones. Such a discussion may help students admit a mistake when accused.

Skill 44: Negotiating

STEPS

1. Decide if you and the other person disagree.
2. Tell how you feel about the problem.
3. Ask the person how he/she feels about the problem.
4. Listen to the answer.
5. Suggest or ask for a compromise.

SUGGESTED SITUATIONS

School: Your teacher gives you work you feel you can't do.

Home: Your parents want you to baby-sit, but you need to do your homework.

Peer group: Your friend wants to play one game, but you want to play another.

COMMENTS

This skill may be difficult for children younger than age 8. It is more appropriate for students in third through sixth grades.

Skill 45: Dealing with Boredom

STEPS

1. Decide if you are feeling bored.
2. Think of things you like to do.
3. Decide on one thing to do.
4. Do it.
5. Say to yourself, "Good for me. I chose something to do."

SUGGESTED SITUATIONS

School: There are no playground games that interest you.

Home: It's a Saturday, and no one is around.

Peer group: You and your friends can't think of anything to do.

COMMENTS

This skill, similar to Deciding on Something to Do (Skill 12), is geared for use outside the academic learning setting. It is helpful for students to generate lists of acceptable activities they may engage in on the playground, at home, and in the neighborhood. These lists can be included in an individual prosocial skills folder.

Rewarding Yourself (Skill 35) is a part of this skill (Step 5). Self-reinforcement may be necessary until the skill can be reinforced by teachers or parents.

NOTES FOR DISCUSSION

Discuss signs of disagreement: Is the student getting angry? Is the other person getting angry?

Stress saying this in a friendly way so the other person does not become more angry.

Discuss the importance of not interrupting. Remind students to use the skill of Listening (Skill 1).

Discuss how to decide on something that will satisfy both the student and the other person.

NOTES FOR DISCUSSION

Discuss how to recognize signs of boredom (e.g., you don't know what to do or feel jittery inside).

Encourage students to generate and discuss personal lists of acceptable activities.

Discuss ways of rewarding yourself.

Skill 46: Deciding What Caused a Problem

STEPS

1. Decide what the problem is.
 Discuss how students can recognize a problem: by the way they feel inside, by what someone said to them, or by how someone acted toward them.
2. Think about what may have caused the problem.
 Discuss how to evaluate possible causes of a problem: one's own behavior, someone else's behavior, or no one's fault.
3. Decide what most likely caused the problem.
 Discuss how to determine the most likely cause.
4. Check it out.
 Encourage students to ask someone, either the other person or an impartial judge.

SUGGESTED SITUATIONS

School: The teacher seems angry with you.

Home: Your parents have an argument, and you think it is about you.

Peer group: You feel angry at a friend but don't know why, or you feel that someone doesn't like you.

COMMENTS

This skill is intended to help students distinguish between the problems that they are responsible for and those due to factors outside their control. This is a good skill for students who have difficulty accepting that their own behavior may have caused or contributed to a problem.

Skill 47: Making a Complaint

STEPS

1. Decide what the problem is.
 Discuss how students can recognize a problem: by the way they feel inside, by what someone said to them, or by how someone acted toward them.
2. Decide whom to tell.
 Talking about the problem with the other person is often the best way to begin finding a solution.
3. Choose a good time and place.
 Discuss how to choose a good time: when the person isn't involved with something else or when the person is alone.
4. Tell the person your problem in a friendly way.
 Tell students to wait until they are no longer angry or upset before talking about the problem.
 Discuss the body language and nonverbal communicators that show a friendly attitude.

SUGGESTED SITUATIONS

School: The teacher gives you an assignment that you know how to do, but it seems far too long.

Home: You feel your parents have been unfair because your brother is gone and you have to do his chores, too.

Peer group: A friend usually chooses what the two of you will do.

COMMENTS

Discuss the importance of stating the facts rather than blaming someone else. Students may also need instruction in distinguishing fact from opinion.

Skill 48: Answering a Complaint

STEPS	NOTES FOR DISCUSSION
1. Listen to the complaint.	Discuss proper body language while listening (ways to show that you aren't defensive).
2. Ask about anything you don't understand.	Discuss the body language and nonverbal communicators that show a friendly attitude.
3. Decide if the complaint is justified.	
4. Think about your choices:	
a. Apologize.	Emphasize sincerity.
b. Explain your behavior.	Even if a student did not intend to cause a problem, his/her behavior still might have caused difficulty. Sometimes giving a reason for acting a certain way will help others understand better. Discuss how to explain that an unjustified complaint is incorrect.
c. Suggest what to do now.	
d. Correct a mistake.	
5. Act out your best choice.	If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: The teacher complains that you are too loud or thinks you were the one who was making noises in class.

Home: Your parents complain that you haven't helped at home.

Peer group: A friend complains that you were teasing him/her.

COMMENTS

Discuss the difference between making excuses and explaining your behavior.

Skill 49: Dealing with Losing

STEPS	NOTES FOR DISCUSSION
1. Say to yourself, "Everybody can't win. It's okay that I didn't win this time."	Memorizing this statement will help the student control his/her impulses.
2. Think about your choices:	These choices will help the student get involved in another activity and not dwell on losing.
a. Ask to help someone.	Offer help to a teacher, your parents, or a friend.
b. Do an activity you like.	Students should generate and discuss personal lists of acceptable activities.
c. Do a relaxation exercise.	Teach the skill Relaxing (Skill 56).
3. Act out your best choice.	If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: You lose a contest or a raffle.

Home: You lose at a game with your brother or sister.

Peer group: Your team loses at basketball (or some other game).

COMMENTS

This is a good prerequisite skill for Being a Good Sport (Skill 50).

Skill 50: Being a Good Sport

STEPS	NOTES FOR DISCUSSION
1. Decide how you and the other person played the game.	Discuss evaluating your own and an opponent's performance (e.g., level of skill or effort).
2. Think of what you can honestly tell the other person:	Emphasize sincerity. Discuss the body language and nonverbal communicators that show a friendly, sincere attitude.
a. "Congratulations."	The student may also want to shake the person's hand.
b. "You played a good game."	
c. "You're getting a lot better at this game."	This is a way of encouraging another person. Students may want to comment on one thing the other person did particularly well.
3. Act out your best choice.	
4. Help the other person put equipment or materials away.	

SUGGESTED SITUATIONS

School: Your team loses at a group game during recess, or your team wins.

Home: You lose at a game with your brother or sister, or you win.

Peer group: You lose at a game with a friend, or you win.

COMMENTS

Students should learn the skill Dealing with Losing (Skill 49) before learning the present skill.

Skill 51: Dealing with Being Left Out

STEPS	NOTES FOR DISCUSSION
1. Decide what has happened to cause you to feel left out.	Discuss possible reasons a student may be ignored by peers.
2. Think about your choices:	
a. Ask to join in.	Teach the skill Joining In (Skill 17).
b. Choose someone else with whom to play.	Choose someone who may also be feeling left out or someone who is not with the group.
c. Do an activity you enjoy.	Students should generate and discuss personal lists of acceptable activities.
3. Act out your best choice.	If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: You are left out of a group game at recess.

Home: Your brother or sister is leaving you out of an activity with his or her friends.

Peer group: A group of friends are going to a movie or a birthday party, but you weren't invited.

COMMENTS

It is important to discuss the types of feelings that might result from being left out (feeling angry, hurt, or frustrated). Emphasize that it is better to deal with being left out by using the skill steps than to continue to feel angry or hurt.

Skill 52: Dealing with Embarrassment

STEPS

1. Decide what happened to cause you to feel embarrassed.
2. Think of what you can do to feel less embarrassed:
 - a. Ignore it.
 - b. Decide what to do next time.
 - c. Say to yourself, "It's over. People will forget it."
3. Act out your best choice. If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: You give the wrong answer to a question in class.
 Home: You drop and break something belonging to your parents.
 Peer group: You fall down on the playground or make some mistake when playing a game.

COMMENTS

It is important to let students know that everyone feels embarrassed at some time. Discussing when students (and group leaders!) are most likely to be embarrassed may lessen the intensity of real-life embarrassment.

Prior to teaching this skill, it is helpful to review Knowing Your Feelings (Skill 26).

Skill 53: Reacting to Failure

STEPS

1. Decide if you have failed.
 Discuss the difference between failing and not doing as well as hoped.
2. Think about why you failed.
 Discuss reasons for failure: You didn't try as hard as you could have or weren't ready; it was a matter of chance.
3. Think about what you could do next time.
 Suggest practicing more, trying harder, or asking for help.
4. Make your plan to do this.
 This plan may be in written form, such as a contingency contract.

SUGGESTED SITUATIONS

School: You failed a test.

Home: You failed to complete your chores, so you couldn't do what you had planned.

Peer group: You failed to get someone to join in the activity you wanted to do.

COMMENTS

It is useful to discuss with students that human beings are not perfect and that everyone fails at something sometimes. Rather than dwell on the failure, it is more useful to think of ways to do better the next time.

Skill 54: Accepting No

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. If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: The teacher says that you can't do an activity.

Home: Your parents say that you can't stay up late.

Peer group: A friend tells you he/she won't come over to your house.

COMMENTS

Writing about how you feel may not be appropriate for the child who does not have adequate writing skills or who is particularly frustrated with the writing process. Ask these students to generate other choices.

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.

NOTES FOR DISCUSSION

Discuss when and with whom saying no is appropriate.

Discuss reasons for saying no: You may get into trouble, or you may have something else you want to do.

Students should practice saying no in a friendly but firm manner, paying attention to body language and nonverbal communicators.

Giving a reason may help the other person understand better.

SUGGESTED SITUATIONS

School: A friend wants you to skip school.

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

Peer group: A friend wants you to play when you have work to do, or he/she wants you to come over after school, but you'd rather play basketball.

COMMENTS

Students need practice role-playing this skill with a variety of individuals assuming a variety of different roles. It should be emphasized that saying no to an adult who asks you to do something wrong or uncomfortable is very different from saying no to a parent who asks you to pick up your room or to a teacher who asks you to stop talking in class.

Skill 56: Relaxing

STEPS

1. Decide if you need to relax.
2. Take three slow, deep breaths.
3. Tighten one part of your body, count to three, and relax.
4. Continue this for each part of your body.
5. Ask yourself how you feel.

SUGGESTED SITUATIONS

School: You feel nervous before a test.

Home: Your grandparents are coming, and you're excited.

Peer group: You are angry or upset with a friend, but you don't know why.

COMMENTS

Students may need a great deal of training in relaxation before they will be able to use this skill effectively. One good resource is *Relaxation: A Comprehensive Model for Adults, Children, and Children with Special Needs*, by Joseph R. Cautela and June Groden (Research Press, 1978).

NOTES FOR DISCUSSION

- Discuss how to recognize bodily cues of tension (e.g., feeling tense, jittery, or queasy).
- Teach students to breathe in through their noses and out through their mouths.
- Instruct students about which parts of their bodies to tighten and then relax (jaw, shoulders, hands, stomach, legs, feet).
- Students will need to practice Step 3 before they can do this independently.
- Discuss how students feel physically before and after tightening muscles.

Skill 57: Dealing with Group Pressure

STEPS

1. Listen to what others want you to do.
2. Think about what might happen.
3. Decide what you want to do.
4. If you decide not to go along with the group, say to them, "No, I can't because _____ (give the reason)."
5. Suggest something else to do.

NOTES FOR DISCUSSION

- Discuss possible reasons why the group may want someone to participate in particular actions.
- Discuss possible consequences of particular actions: Someone may be hurt, or you may get into trouble.
- Discuss how difficult it is to resist pressure from a group of friends.
- Discuss how giving a reason for not going along may help the group to think about what they want to do.
- Help students generate and discuss a list of acceptable group activities.

SUGGESTED SITUATIONS

Peer group: The group is teasing someone or planning on taking something that belongs to someone else, and they want you to go along with them.

COMMENTS

Students need to be aware that this is a difficult, but necessary, skill to master. This skill should be role-played in a variety of situations and reviewed periodically throughout Skillstreaming instruction.

Skill 58: Dealing with Wanting Something That Isn't Yours

STEPS

1. Say to yourself, "I want this, but I can't just take it."
2. Say, "It belongs to _____."
3. Think about your choices:
 - a. I could ask to borrow it.
 - b. I could earn the money to buy it.
 - c. I could ask the person to trade.

NOTES FOR DISCUSSION

- Discuss how hard it may be to want something and not take it.
- Discuss how the other person might feel if the item were gone.
- Discuss other alternatives, depending on the situation.

- d I could do something else I like to do.

Help students generate and discuss personal lists of acceptable activities.

4. Act out your best choice.

If temptation continues after the student tries one choice, he/she should try another one.

5. Say, "Good for me. I didn't take it!"

Discuss ways of rewarding yourself.

SUGGESTED SITUATIONS

School: You see a notebook you'd really like to have.

Home: Your parents left money on the table.

Peer group: A friend has a game you would like to have, or you see candy in the pocket of a coat hanging in a locker.

COMMENTS

Self-reinforcement (Step 5) will be critical for many children. Because observers may not know that the student actually wanted to take something but succeeded in exerting self-control, outside reinforcement is unlikely.

Skill 59: Making a Decision

STEPS

1. Think about the problem.
2. Decide on your choices.
3. Think of the possible consequences of each choice.
4. Make the best choice.

NOTES FOR DISCUSSION

- Discuss how students may want two conflicting things.
- Have students make a list of alternatives.
- Have students make a list of the consequences for each alternative, then discuss.
- Discuss how to evaluate competing alternatives to make the best choice.

SUGGESTED SITUATIONS

School: Decide what group to play with.

Home: Decide how to spend your money.

Peer group: Decide whether to go to a movie or stay home and study for a test.

COMMENTS

Instruction should include generating alternatives and anticipating both short-term and long-term consequences.

Skill 58: Dealing with Wanting Something That Isn't Yours

STEPS	NOTES FOR DISCUSSION
1. Say to yourself, "I want this, but I can't just take it."	Discuss how hard it may be to want something and not take it.
2. Say, "It belongs to _____."	Discuss how the other person might feel if the item were gone.
3. Think about your choices:	Discuss other alternatives, depending on the situation.
a. I could ask to borrow it.	
b. I could earn the money to buy it.	
c. I could ask the person to trade.	
d. I could do something else I like to do.	Help students generate and discuss personal lists of acceptable activities.
4. Act out your best choice.	If temptation continues after the student tries one choice, he/she should try another one.
5. Say, "Good for me. I didn't take it!"	Discuss ways of rewarding yourself.

SUGGESTED SITUATIONS

School: You see a notebook you'd really like to have.

Home: Your parents left money on the table.

Peer group: A friend has a game you would like to have, or you see candy in the pocket of a coat hanging in a locker.

COMMENTS

Self-reinforcement (Step 5) will be critical for many children. Because observers may not know that the student actually wanted to take something but succeeded in exerting self-control, outside reinforcement is unlikely.

Skill 59: Making a Decision

STEPS	NOTES FOR DISCUSSION
1. Think about the problem.	Discuss how students may want two conflicting things.
2. Decide on your choices.	Have students make a list of alternatives.
3. Think of the possible consequences of each choice.	Have students make a list of the consequences for each alternative, then discuss.
4. Make the best choice.	Discuss how to evaluate competing alternatives to make the best choice.

SUGGESTED SITUATIONS

School: Decide what group to play with.

Home: Decide how to spend your money.

Peer group: Decide whether to go to a movie or stay home and study for a test.

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Instruction should include generating alternatives and anticipating both short-term and long-term consequences.