SOCIAL SKILLS MANUAL

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(question: should A & B be reversed order?)
Chapter 1

INTRODUCTION and OVERVIEW

Inadequacies in social skills may manifest themselves in a variety of behaviors. Some children may be withdrawn when peers are present while others may attempt to approach or interact but do so by engaging in behaviors that are odd or inappropriate for the context (for example, touching or hugging). Children may intrude in the ongoing interactions of others, interrupt without waiting for natural breaks in the ongoing conversation, or attempt to introduce topics of interest to them without regard for the conversation currently taking place. Reactions of peers may include ignoring, active avoidance, or ridicule and bullying.

If children and adults are to lead relatively well-adjusted and healthy lives, the possession of social competence is fundamental (DiSalvo and Oswald, 2002; Pollard, 1998). As Frea (1995, p. 53) has pointed out, social skill deficits adversely impact development by:

“(1) Increasing behavior problems that result from not having the appropriate skills for social interaction, (2) increasing the likelihood for maladaptive behavior in later life, and (3) decreasing the positive developmental support and learning opportunities found in successful peer relationships” (p. 53). Inadequate social skills can lead to significant challenges for children and adolescents and can adversely affect adjustment including meeting the requirements of everyday life, successful vocational adjustment, and social integration in the community (Elder et al, 2006; Klin and Volkmar, 2003). The result may be symptoms of anxiety, depression, or behavior disorders (Barnhill, 2001). “Children and adolescents who are deficient in social skills and who are poorly accepted by peers have a high incidence of school maladjustment, delinquency, child
psychopathology, and adult mental health difficulties” (Elder et al, 2006, p. 646). Weaknesses in social skills leading to social isolation and/or social conflict, as well as the above noted problems, are common in children diagnosed with Pervasive Developmental Disorders and other developmental disabilities.

In an effort to address these problems, clinicians and researchers over the years have developed a number of programs and strategies to teach social skills. Although there is some research support for the efficacy of social skills teaching, the research remains limited, particularly for children and adolescents with Pervasive Developmental Disorders and/or developmental disabilities. For example, Gresham, Sugai, and Horner (2001) observed that social skills training, particularly for students with high end _____ disabilities, was not empirically supported as an effective intervention strategy. Other studies show mixed results. Hwang and Hughes (2000) noted some short term gains in verbal and non-verbal communication, imitative play, joint attention, and social and affective behaviors. These gains were reportedly not generalized to other settings or maintained over time. Barnhill et al, (2002) found that techniques focusing on non-verbal communication for teenagers with Asperger’s Syndrome did not find statistical significance in their measures but they noted that the teenager developed some social relationships that were maintained over time. They also noted some ability in being able to read the non-verbal communication of other people. Kransy et al, (2003) noted significant improvements in self-esteem, peer experiences, and social skills in a review of five studies examining social skills training with children with autism. The literature suggests that maintenance of skills over time and generalization across the broader environment remain issues
within social skills training (Gresham et al, 2001; Howlin and Yates, 1999; Hwang and Hughes, 2000). In populations with lower incidence handicaps (is this still an accurate statement?), such as autism, studies using various types of peer tutoring models, have shown some effectiveness. This is perhaps not surprising considering that the use of peers would facilitate generalization of skills and this is an ongoing issue cited in the failure of social skills intervention. In terms of peer-mediated interventions, DiSalvo and Oswald (2002) reviewed a number of studies using these types of interventions which were designed to increase social interaction in children with autism. They noted a number of intervention approaches including the following:

- Arranging contingencies or situations to encourage optimal peer effort including integrated play groups, peer tutors, and group contingencies.

- Interventions that encourage peer effort by teaching skills to peers for initiation and reinforcement of children with autism including pivotal response training, peer initiation teaching, and use of peer networks.

- Interventions that alter peer expectations and encourage interaction by teaching socialization skills to children with autism including initiation training with the target child and initiation training of both peers and the target child.

The majority of studies reviewed involved pre-school and elementary school aged children with autism. Based on their review, DiSalvo and Oswald noted that while peer mediated interventions show promise and warrant additional study, as with the other reviews they conclude that
generalization and maintenance of improvements in social interactions with peers are less evident and this is a significant concern.

These issues notwithstanding, various authors have identified what they considered to be key instructional components and variables for effective social skills intervention. These include the following: Modeling, role play, behavioral rehearsal, feedback regarding skill performance, team activities, and structured games (Gresham, 1988; Attwood, 2000; Barnhill, 2001). In addition, the above noted research offered support for the use of peers in an instructional or tutorial role. Various authors also observed that schools constitute a natural environment for children throughout their development and hence it makes sense to establish social skills programs within school settings. In addition, school-based programs offer the opportunity for observation of socially competent peers and the potential for interaction with them in their natural social settings. Making use of this opportunity increases the likelihood for generalization and long-term maintenance of social skills.

Overview and Purpose of the Project

In spring 2004, Wentworth-Douglass Hospital in Dover, New Hampshire, through a charitable fund, awarded a grant to a team of individuals comprised of behavior consultants, educators and administrators from the Somersworth, New Hampshire School District. The objective of the grant was to develop and implement a social skills training model, including a curriculum, for selected students at the high school, middle school (fifth grade), and elementary school (second grade). The groups were to be phased in over a three-year period beginning with high school
students. The intent was to identify a group of students at each of these school/age levels who had previously been identified as having problems with social skills/peer relations, and were identified as educationally handicapped with Pervasive Developmental Disorders and/or developmental disabilities. In developing the project the primary goals were to insure effective skill acquisition in those skill areas identified as weak by school staff, parents, and students themselves; to promote maintenance of skills required over time; and to facilitate generalization of those learned skills to the natural environment of the school. The team also wanted to impact the “culture” of the schools. This goal was based on the assumption that if typical peers in the general school environment understood differences in social communication and social behavior, this understanding could positively impact their willingness to engage in social interactions with students who they were not otherwise inclined to include.

In terms of how the project operated, at each age/grade level team members solicited input from regular and special education teachers and administrators regarding students who had a history of social skills difficulties and/or isolation from peers. After initial referrals were received the social skills of students referred were more formally assessed (see below). Skills selected for inclusion in the curriculum reflected assessed needs as well as skills identified by team members and in the social skills literature as being important for effective social skills interaction. Skills were taught in a group format. Groups typically met one time per week for an average of 30 to 45 minutes. The skills selected for teaching were broken down into specific, measurable sets of behaviors. The typical group format involved a brief didactic presentation followed by
modeling, role playing, and behavioral rehearsal with peers providing feedback to one another regarding their performance.

The cornerstone of the model has been and continues to be the use of typical peers as coaches and role models both within the instructional groups and in the regular school environment. In each group there are at least equivalent numbers of coaches and “players” (those students identified as having weaknesses in social skills). While there are one to two adults who serve as facilitators in the group, once the initial didactic presentation is completed the remainder of the instruction occurs through ongoing interaction of coaches and players. It is also important to note that, although for selection purposes students were designated as coaches or players, within the actual groups the students did not carry these designations and the groups were introduced as an opportunity to understand and improve social communication and interaction among students.

This model differed in two key ways from the majority of social skills interventions described in the research and clinical literature. The first came in the decision to have peer feedback, modeling, role playing, and behavioral rehearsal through peer interaction as the primary mechanism for skill acquisition. A second major difference was the decision to have the groups continue over the course of more than one year and to change the group composition by adding new players and coaches as other students moved out of the groups. There were two reasons for this. It was hypothesized that with longer exposure students would have more of an opportunity to become acquainted with peers and would be thus more likely to identify with them as models. In addition, team members believed that acquisition and long-term maintenance of skills would
be more likely with increased practice. The team also believed that in terms of a curriculum, instruction in skills assumed to be important should continue over an extended period of time as tasks and situational demands on those skills became more complex. In contrast, most instructional programs in social skills are time limited. This occurs in spite of the fact that as child and adolescent development proceeds, social communication and interactions become significantly more complex. In populations that already struggle with maintenance and generalization of skills, it seems reasonable to expect that ongoing instruction and practice would be necessary to meet the more complex demands of social situations as children age.
Chapter II

METHODOLOGY and PRINCIPLES OF INSTRUCTION

Instructional Approach

A certain degree of knowledge about human behavior is central to the success of this social skills training model. There are many factors that affect human behavior. These include genetics, biophysical state, stages of physical and cognitive development, and the demands of the environment. The primary objective of this model is to help students learn new social skills. For that reason, the model has focused on an instructional approach that the team felt would be best suited to skill acquisition and behavior change.

In determining the instructional approach to be used in the project a number of criteria were considered. The first, and probably most important, criteria involved the selection of an instructional approach and strategies that were evidence-based and hence offered some research support for their effectiveness. In addition, since the model involved working with students as coaches, it was important to have a set of concepts and strategies that were relatively easy to understand and demonstrate. The team also felt that the concepts underlying the instructional approach should be able to help both coaches and teaching staff to understand the reasons for some of the problem behaviors that they observed in social situations. If this could be accomplished, staff and student coaches would be able to view problem social behaviors as a breakdown in effective communication rather than as offensive and unchangeable characteristics of the students. Finally, a particular and specific instructional approach with associated concepts
and strategies was adopted so that all people involved in the project had a consistent framework and terminology to discuss behavior.

Based on these criteria, concepts and strategies grounded in applied behavior analysis and social learning theory were chosen as the basis for instruction. The training approach began with some general assumptions in the behavioral model related to functions of behavior. These included the following:

- All behavior has a function (purpose) or communicative intent (*I want/need ____*).
- In order to understand the function or communication of the behavior we need to observe it in the context. This context includes what is happening immediately prior to the behavior (*the antecedent*) and what happens immediately after the behavior (*the consequence*). When this information is available, a hypothesis can be formed about the situational factors that may trigger the behavior (antecedent) and what motivates the behavior (consequence).
- Once this information has been obtained, it is possible to alter the likelihood that the behavior will occur by changing the antecedent and/or the consequence. In addition, it is also possible think about different, more acceptable behaviors that could lead to the same outcome. For example, if the original behavior was unacceptable (e.g., verbal aggression to escape a situation), a new behavior can be taught that directly communicates what the person wants (e.g., “I need to take a break”) which allows them to attain the desired consequence in a socially acceptable way. This is referred to as functional communication training.
In presenting these principles to staff and peer coaches, the intent was not to teach them or train them to carry out a functional analysis of behavior. Rather, the objective was to give them a means to look at the social behaviors and peer interactions of other students and make these behaviors more understandable.

With these general principles as a backdrop, more specific training in the following behavioral techniques was provided for staff and peer coaches involved in the project. These strategies involved the following:

- **Modeling** – Showing how something is done through demonstration of our own behavior. Modeling is a powerful tool for teaching so long as the other person is watching and is motivated to do as we do. Students are more likely to model individuals with whom they have some characteristics in common and if those individuals also have characteristics that they desire. Given this, the team believed that using peer coaches added to the effectiveness of modeling as a teaching tool. Modeling is also called observational learning and can occur spontaneously or as part of a planned teaching session. Additionally, students can act as their own models by watching a video tape playback of themselves engaged in a behavior.

- **Role Playing** – Taking a role or acting out a script to show a particular behavior. Role playing takes place in an artificial or “analog” situation that is meant to mimic a situation in real life. The role play can either demonstrate the appropriate way to behave or show an inappropriate behavior that the student watching is called on to correct. The corrected
behavior is then role played. In the weekly skill group, student role plays were a fundamental component in the introduction and learning of new skills.

- **Behavioral Rehearsal** – Practicing or rehearsing the behavior that has been observed in the role playing situation. Typically the behavior is first practiced and “fine tuned” in an artificial or more controlled situation and then practiced in the real life setting.

The following behavioral techniques were introduced to staff and behavioral coaches as tools to help them refine and encourage the use of newly learned skills in the students with whom they were working. These techniques included:

- **Prompting** – Giving a motor, visual, or verbal gesture or “prompt” that signals or cues a student about what to do in a particular situation. The prompt serves as a reminder for the student to demonstrate a behavior that has already been observed and rehearsed. A good prompt has two qualities: First, it is the least obvious or intrusive signal necessary to remind the person; second, it is a signal that can gradually be decreased or “faded” over time so that the person does not become dependent on it.

- **Shaping** – Gradually refining or fine tuning a skill until it represents the precise behavior that is the goal. Refining the behavior is accomplished by reinforcing success of approximations of that behavior. In addition to shaping the actual behavior (e.g., talking to a peer), there are a variety of other factors in a social situation that can be shaped. These include duration (how long did they talk?), reciprocity (is there an exchange back and forth?), and quality (is the conversation age appropriate?).
- **Reinforcement** – Presentation of a reward (as a consequence) after a behavior has occurred. The purpose of the reward is to increase the likelihood that the student will repeat the desired behavior. While virtually anything that the student values can serve as a reward, verbal and non-verbal (e.g., gestures) feedback that signals positive attention and social approval is particularly important because it occurs naturally in the social environment.

- **Antecedent Control** – An event or situation that immediately proceeds a behavior. For some behaviors, the repeated occurrence of an antecedent and a behavior together leads to a relationship in which the antecedent triggers the behavior or serves as a signal for the behavior to occur. Changing the antecedent is potentially a method for changing or managing the behavior.

**Shall we include information about Visual Supports here? Or, should it go to Chap. 6?**

**Using Visual Supports**

Often times, it is beneficial if the social skill training is outlined visually, with these visuals accessible throughout the day. As much as possible, during the social skill training procedures, verbal information should be supported with visual cues, prompts, and demonstrations. In addition, visuals can be used to facilitate the acquisition and performance of targeted social skills. Broadly speaking, the use of visual cues can be used to preview, prompt, and review social expectations. The use of visuals provides tangible, concrete information; highlights relevant social information; provides concrete reminders of what to do/say; decreases reliance on verbal/social prompts; increases independence; and gives the players access to cues as needed.
Examples

- cue card with behavioral steps
- cue card for skill expectation
- relaxation script
- self-monitoring form
- analysis of videotapes

**Reading Others**

1. **Watch the Person** (body, face)
2. **Listen to the Person** (voice tone, words)
3. **Name what you Think the Person is Feeling**
Chapter III

DATA COLLECTION and OBSERVATION METHODS

Note: I think this should go after Chap 6 (Pulling it All Together) – what do you think? I think it would make more sense after they have the other information detailing the groups.

Behavior is defined as “any observable and measurable act of an individual.” Observation and measurement are critical for judging the success or failure of any intervention. In our case, social skills are the behaviors of interest. For each specific skill that is taught, a rating card is used as a guide for measuring the skill. Examples of these are provided in Appendix B. There are two general guidelines for behavior observation to keep in mind:

- Record only the behavior that is heard or seen, and not interpretations of that behavior.
- Try to observe in as unobtrusive a way as possible. Students are likely to behave differently if they see someone watching them or recording their behavior.

Data collection provides information about how well each player is doing with skill acquisition and performance, and it also provides information about whether or not additional interventions, strategies, and approaches need to be considered. Discrete data should be taken regularly on the targeted skills to determine the effectiveness of the social skills intervention. A self-monitoring documentation system should be in place for each player; this system should be adapted based on individual needs and preferences of that player. The self-monitoring techniques help the players monitor their own behavior/actions, however, staff and coaches should also be available to assist with player accuracy in recording their own performance using these Social Rating Cards.
Staff Supervision of Score Cards

In Group:

- Walk students through use of Social Score Card including identifying certain times for when to use the skill (e.g., “who” and “when” questions); these examples can be written at the bottom of the page (just as suggestions for the week)
- Remind students to bring the completed cards back to group the following week

In Classroom:

- Remind your students about the Social Score Cards introduced in the group and help them identify times on a daily basis to complete the cards if they did not accomplish that already in group (e.g., “Remember, you got those Social Score Cards in group. Let’s see if you have ideas of when to fill it out. Ok, let me help you write ideas at the bottom for each day.”).

- During the identified times suggested at the bottom of the cards (as well as possible spontaneous times), cue your students to use the target skill and then afterwards rate how they did using the skill. The following is an example:

  - **Before Identified Activity:** “We’re ready for our partner work. Now would be a good time to use the Listening skill from group. Remember the steps from the card. . . . (review steps).”

  - **During Identified Activity:** “Great job using the Listening skill just now. I know that you were using it because of XX. . . .Remember, we are going to rate Listening on the card once we are all done with this activity.”
After Identified Activity: “Ok, you’re done with your partner work. Get out your Social Rating Card. Let me help you rate how you did with Listening. First, (and walk through steps listed and help student rate him/herself using the codes at the bottom of the card).

**Note:** Use as much or as little support/assistance as is necessary to complete these tasks. You do not want to draw much attention to the cards (especially for certain students). At the same time, you want to verify that you provide them the encouragement/support that is necessary to gather this information as these cards represent valuable data for the effectiveness of your interventions.

**Another Option:** Staff completion of student skill performance using the Rating Card 2x/day (with or without student awareness that the card is being filled out) ~ another great way to obtain data about the effectiveness of your interventions.
Chapter IV

KEY PARTICIPANTS and THEIR ROLES

The Model and the Key Players

Traditional social skills training programs have used adults as coaches or teachers. As noted above, the project described here differs from this approach in a significant way. Rather than adults teaching, peers take the lead role as social coaches. The team believed that peers would be more effective coaches because: 1) they are acutely aware of the social behaviors that lead to acceptance or rejection; 2) they are part of the natural social environment and can more easily influence behavior in ways that are unobtrusive and are accepted by their peers; and 3) as peers, they are natural models for their classmates and hence more effective in this role than adults. Thus, the key component of the project was the role that peers play as coaches.

The focus of the project was skill development through peer modeling, role playing, and behavioral rehearsal. The project was not designed as a friendship program. Therefore, it was not the role of coaches, either individually or as a group, to establish friendships or become peer companions for the students with whom they were working. If the project is effective, students would better able to establish social relationships with peers of their choosing in school and in the community.

In the complex educational and social setting of the public school there are a number of significant stakeholders. The initial development as well as the growth and sustainability of the type of social skills training program described here depended on the involvement of these
stakeholders. The broad scope of this social skills program necessitated involvement by a large number of people at various levels in the systems. Smaller programs (e.g., at one elementary school) could reduce the degree of involvement. Where or with whom to begin likely varies from school system to school system.

In this project the following people all had varying degrees of involvement in the implementation of the program:

- **Special Education Administrator** – Since most if not all children being served in the project will be receiving special services, the active support and involvement of the director of special education is a key to success. In large districts the director may designate a representative (e.g., building coordinator) to assist with the following roles. The director: 1) Approves all aspects of the project involving special education staff, students, and parents; 2) Serves as the administrative coordinator for the project; 3) May, depending on time and interest, work on development and implementation. The director serves as the school department liaison for the contractual and financial components of the project, meets regularly with the project staff to assist with planning, and participates in selected aspects of the training as time permits. Finally, the director provides project information and updates to the superintendent of schools and is responsible for oversight of the project at the school district level.

- **Superintendent of Schools** – The model involves children in regular and special education, special education and regular education staff, building administrators and parents and may have budgetary implications. For these reasons, familiarity with and approval of the project by the superintendent (or in large districts, assistant
superintendent) is also fundamental to success. Beyond this, periodic updates from the special education or building administrators should be sufficient.

- **Building Administrators** – Since they are directly responsible for all programs in their schools, principals, in their role as administrators, must also approve the program. Throughout the planning phase, as time permits, they are active participants and hence are familiar with the program. They periodically meet with program staff and students and receive regular updates on the implementation of the program. The principals approve all schedule changes and play a key role in communicating information about the program, when necessary, to staff and students not directly involved. In so doing, they convey support for the program which in turn encourages the support of other staff and students. When necessary, they communicate with faculty and staff about making allowances for students involved in the program.

- **Special Education Staff** - These members of the school staff are responsible for the day-to-day monitoring/implementation of the project, if they have children involved. They, along with classroom teachers, are responsible for the selection of players and coaches, and coordination of their participation in the project. This includes acting as liaison with the school administration and faculty who are impacted by the participation of the players during the school day. Special education staff are also key participants in the development and implementation of training for the players and in monitoring the performance and concerns of the players once the project begins. They participate in selected formal skill-teaching sessions between coaches and players as well as conduct some aspects of the training. Special education staff observe player-coach and
player-peer interactions in the natural school environment and provide feedback regarding performance and needed changes in training/curriculum based on these observations.

- **Regular Education Staff** – As noted, classroom teachers, along with special education staff, are responsible for selection of players and coaches. If children in their class are selected as players, teachers occupy a key role since they will observe these children in “natural” settings (classroom, recess, etc.) and facilitate transfer and generalization of skills learned in group to these more natural settings. This function is at the heart of social skills training and one of the traditionally weak links. By selecting children in their class for participation, teachers agree to use information about skills being addressed to cue children, provide feedback about skill use and relate their observations to special education staff responsible for training.

- **Project Facilitator** - This member of the school staff is responsible for the day-to-day implementation of the project, particularly as it involves the social coaches. The facilitator is responsible for the selection of social coaches and coordination of their participation in the project. This includes acting as a liaison with school administration and faculty who are impacted by the participation of the coaches during the school day. The facilitator is also a key participant in the development and implementation of training for the social coaches and in monitoring the work of the coaches once the project begins. The facilitator leads the formal skill-teaching sessions with coaches and players and observes a sample of the coach-player interactions in informal settings, answers coaches’ questions, and provides performance feedback. The facilitator also acts as the liaison
between school staff, behavior consultants, and coaches to answer questions and troubleshoot issues as they arise.

- **Parents** – Since students (players and coaches) are the heart of the project, parents occupy a central role in the process because they make the final decision regarding student participation. After initial student consideration but before selection as a participant (coach or player), parents receive detailed information regarding the objectives of the project, specific activities and participation requirements for the students. For players, they are informed of the specific skills that students are working on and receive suggestions about how to encourage use of these skills.

- **Social Coaches** – These school students are initially identified by teachers and the project facilitator based on their leadership skills and ability to act as models for their peers. The group is composed of the students who, after hearing a description of the project, volunteer to participate. Social coaches are responsible for participation in all aspects of training including peer and adult feedback regarding their performance. They also are responsible for providing feedback and suggestions about the training and the curriculum to project staff. Their primary role is as teachers, coaches, and models of social skills both for the players participating in the program and for their peers in the general school population. Social coaches carry out these roles in formal training sessions and in the natural environment of the school. They observe and collect information about players’ use of social skills.

*additional information: what makes a good coach?*
Training sessions with Coaches are devoted towards educating these students about those practices that are considered effective with helping other students acquire and demonstrate social skills. The sessions should take a “hands on” approach to teaching instructional, behavioral, and documentation strategies.

During the training sessions, a wide range of formats can be used including lecture, videos, examples, demonstrations, practice of skills, group activities, and group discussions. Time should always be available for questions/answers.

**Topics include:**

- Overview: Purpose of the Project
- Who is Involved
- Importance of Social Skills
- Principles of Instruction and Support
- Social Skills Training Components
- Behavioral Observation

- **Players** - These school students are initially identified by school staff based on their desire to have additional peer contact and their current social and communication skills. The group is composed of students who, after hearing a description of the project, volunteered to participate. Players are responsible for participation in all aspects of training including social coach, peer, and adult feedback regarding their performance.
They also are responsible for providing feedback and suggestions about the training and the curriculum to social coaches and project staff. While their primary role is as participants and learners in the formal and informal aspects of the program, they also act as social coaches for participants in the group and for their peers in the larger school environment. They interact with social coaches and staff during the formal teaching sessions, practice the skills that they have learned with peers in the natural school environment and monitor their own skill use.

- **Behavior Consultant** – The behavior consultant has training in psychology, applied behavior analysis and social skills teaching. The responsibilities of the consultant include working with project staff on development and implementation of: 1) the overall model and plan; 2) pre-and post-project assessment protocols; and 3) troubleshooting questions and problems as they arise. In addition, the consultant provides ongoing consultation to the school team regarding implementation, conducts selected aspects of the training for staff and students, and monitors project implementation and effectiveness through ongoing formal and informal assessments.

**Confidentiality**

As noted, students receiving special education services are likely to be involved in this project. Since the focus of the project is learning social skills, project staff and social coaches are provided with some information about the educational handicaps of these students. The reason for this is that their educational handicaps will impact how they learn and how they interact with peers. In order to be effective mentors, staff and social coaches need information regarding how the educational handicaps of these students impact their learning and behavior. The students
involved and their parents must give permission if this information is to be released. To do so they must be assured that the information will be treated with the utmost confidence. All staff and students involved receive training about confidentiality and are expected to honor this trust. Specific information about students will not be shared with individuals outside the project. Any exceptions need to be first reviewed by special education staff followed by written permission obtained from the students involved and their guardians.
Chapter V

TRAINING MODEL COMPONENTS

Systematic Small Group Social Skills Programming

As previously mentioned, many students with social deficits benefit from social skills instruction delivered in a small group instructional context, ideally in a group that includes peers with good social skills to provide role models. An effective social skills training group includes (but is not limited to) the following components: demonstration/modeling of how to perform the targeted social skill; role play; feedback on one's performance during role play; continued rehearsal of the social skill; and positive feedback/reinforcement for performance of the targeted social skill.

Curriculum materials that entail a systematic social skills training approach and target specific social skills have been used throughout this project. Based on the various skill levels of the participating players, both basic and more advanced social skills are targeted in the following categories: 1) friendship making and keeping skills; and 2) skills for dealing with emotions and conflict (e.g., anger, stress, anxiety). The first session (and second session, if necessary) are considered an orientation session in that the following occurs: introductions (including ice breaking activities); explanation of social skills and group purpose; overview of the group approach (modeling, role playing, performance feedback, transfer training); development of rules; and explanation/brainstorming of a reinforcement system. The following tables outline the systematic training approach, including a description of how these components are implemented during the weekly formal social skills groups. (note: these tables also might fit better with the Pulling it Together chapter as they really are “how to” as well – any thoughts?)
### Systematic Small Group Social Skills Programming

<table>
<thead>
<tr>
<th>Component</th>
<th>Facilitator</th>
<th>Coaches</th>
<th>Players</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Situation</td>
<td><em>Brief introductory talk</em></td>
<td>• engage in discussion</td>
<td>• attend</td>
</tr>
<tr>
<td></td>
<td>• identify specific situations to use skill</td>
<td>• role model</td>
<td>• participate</td>
</tr>
<tr>
<td></td>
<td>• encourage all students to identify situations</td>
<td>• provide reinforcement</td>
<td></td>
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<td></td>
<td>• provide prompts</td>
<td>• behavior management</td>
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<td></td>
<td>• provide reinforcement</td>
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<tr>
<td></td>
<td>• behavior management</td>
<td></td>
<td></td>
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<tr>
<td>Present Skill Steps</td>
<td>• discuss each step</td>
<td>• engage in discussion</td>
<td>• attend</td>
</tr>
<tr>
<td></td>
<td>• reference skill chart</td>
<td>• role model</td>
<td>• participate</td>
</tr>
<tr>
<td></td>
<td>• provide reinforcement</td>
<td>• provide prompts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• behavior management</td>
<td>• behavior management</td>
<td></td>
</tr>
<tr>
<td>Modeling Examples</td>
<td>• use real-life examples</td>
<td><em>(2nd example)</em></td>
<td>• attend</td>
</tr>
<tr>
<td>1.</td>
<td>• be 1st model</td>
<td>• follow steps</td>
<td>• provide feedback on how</td>
</tr>
<tr>
<td></td>
<td>• ask players to give feedback</td>
<td>• use coping strategy</td>
<td>facilitator/coach did</td>
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<tr>
<td></td>
<td>• provide reinforcement</td>
<td>• think out loud steps</td>
<td></td>
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<tr>
<td></td>
<td>• behavior management</td>
<td>• have a (+) outcome</td>
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<td>• reinforce self</td>
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<td>2.</td>
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<tr>
<td>Role Play</td>
<td>• use props</td>
<td>• provide reinforcement</td>
<td>• participate in role play:</td>
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<td></td>
<td>• review skill steps &amp; have player follow list</td>
<td>• provide prompts</td>
<td>follow steps &amp; think out loud</td>
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<td>• encourage player to think out loud</td>
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<td>• provide prompts</td>
<td>• behavior management</td>
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<td>• behavior management</td>
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<tr>
<td>Performance Feedback</td>
<td>• provide feedback on how player did</td>
<td>• provide reinforcement</td>
<td>• all provide feedback on how</td>
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<td>• provide reinforcement</td>
<td>• provide feedback</td>
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<td>• behavior management</td>
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<tr>
<td>Transfer Training &amp;</td>
<td>• assign “homework”</td>
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<tr>
<td>Maintenance</td>
<td>• use visuals, score cards, awards, etc.</td>
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<tr>
<td>COMPONENT</td>
<td>FACILITATOR</td>
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<tr>
<td><strong>Ask &amp; Tell at Start of Session</strong></td>
<td>This time provides an opportunity for all participants to share (as well as demonstrate use of emerging/acquired skills) ~ if necessary, questions can be outlined on index cards or flipchart</td>
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</tbody>
</table>
| **Identify Situation**                        | Brief, Introductory Talk (“Today, we’re going to talk about _______”)  
| Examples Provided                             | • identify specific situations to use skill (provide 2 examples)                                                                                                                                            |
| 1, 2.                                         | • encourage students to identify additional situations                                                                                                                                                        |
|                                               | • write all of the ideas on “flip chart” for discussion & use as examples during “Modeling” and “Role Play” components                                                                                       |
| **Present Skill Steps**                       | • pass out visual skill cards for target skill to each student                                                                                                                                               |
| (using skill list on card)                    | • discuss each step on card (what does it look like, what it means, etc.) (“Let’s look at our cue cards and review the steps.”)                                                                             |
|                                               | • facilitate group discussion about what the target skill looks like (Facilitator writes these student ideas down because they might be used to revise rating card)                                          |
| **Modeling**                                  | Facilitator acting as Model should do the 1st role play ("Watch me ~ I’ll show you what the skill looks like.")                                                                                              |
| (Facilitator chooses one example from situation ID list) | 1. follow skill steps on visual  
|                                               | 2. think out loud steps (i.e., talk out loud through completion of steps so that the students can “hear” you thinking about skill)                                                                   |
|                                               | 3. have a positive outcome (i.e., the skill “works”)                                                                                                                                                         |
|                                               | 4. reinforce self                                                                                                                                                                                          |
|                                               | • assign an observer for each listed step (e.g., “Sue, you watch step #1 from the cue card. . . . Bob, you watch step #2. . . . ”)                                                                             |
|                                               | • ask each observer how you did with corresponding step (e.g., “Sue, how did I do with step #1?”)                                                                                                            |
| **Role Play**                                 | • select main actor & have actor choose co-actor (for 1st role play)                                                                                                                                       |
|                                               | • review skill steps from visual & have actor follow list                                                                                                                                                     |
|                                               | • actor should do steps #1-4 from “model list” above                                                                                                                                                         |
|                                               | • assign an observer for each listed step                                                                                                                                                                    |
| **Performance Feedback & Reinforcement**      | Note: each student should have a turn to physically go through the steps using examples from Situation Identification list                                                                                  |
|                                               | • ask each observer how actor did with corresponding step (use cue cards as was done during Modeling)                                                                                                        |
|                                               | • provide reinforcement for successful completion                                                                                                                                                            |
|                                               | • provide supportive feedback/correction for steps completed inaccurately                                                                                                                                   |
| **Related Activity**                          | • facilitate activity on lesson plan                                                                                                                                                                         |
| **Wrap up Discussion**                        | • When to use skill?                                                                                                                                                                                          |
|                                               | • When to not use skill?                                                                                                                                                                                        |
|                                               | • Any additional suggestions/discussion?                                                                                                                                                                      |
- Encouragement to find opportunities to use skill prior to next group
- Use score cards, visuals, rewards, etc.
Structured Social Opportunities

In order to provide the players with opportunities to practice and use their social skills in more natural settings, educational staff arrange opportunities for each player that encourage the use of prosocial skills in natural settings with peers. Keeping in mind the specific skills targeted for the players, educational staff provide opportunities throughout the week for the players to use those skills. Examples include cooperative games offered during free time in the classroom and group projects assigned during academic activities. The importance of this programming component is that the staff, coaches, and other players are available to provide support and prompting to each player when using the learned social skills (in other words, setting the players up for success with skill use).

Practice Sessions to Review Skills

When possible, players also have the opportunity to practice acquired skills at the beginning of each day using the visual representation of the select skills and the support of one of the coaches. This provides a time for the player to practice the skill away from those moments when he/she actually should be using the learned skill. It is important to note that the players will be more likely to use the learned skills when they actually need to use them if they have practiced these skills on a regular basis (i.e., these skills will become automatic).

Transfer Training & Generalization

Students should also be provided opportunities and support with using their social skills throughout the school day ~ both in structured classes as well as during those less structured,
difficult times such as hallway transitions, lunchtime, and break times. Both staff and coaches provide this ongoing support in the school community. Procedures need to be put in place to enhance likelihood that the players will use newly learned skills in real-life situations. That is the purpose of generalization and transfer training techniques.

To facilitate skill use across the day, several strategies will be used:

- when possible, conduct training in those settings where skill is to be used
- when possible, use same materials in training and in generalized settings
- “bait the skill” to provide players opportunities to apply the skill
- develop a reinforcement system
- present social expectations similarly across all environments
- apply visual supports across all environments
- establish a self-management/monitoring system

Tips for Generalization

- Model use of the specific skills being targeted several times a day (e.g., use the Listening skill and point out to the student that you are doing so)
- Encourage and cue students to use the targeted skills as much as possible (e.g., “Now would be a good time to use Listening” and reference the specific steps on the skill list)
- Structure activities with set interaction patterns & roles using the target skills (e.g., each student is given an assigned role to play, e.g., “during this activity, you’re listening & you’re talking”)

• Model appropriate responses to social situations (e.g., consider “feeding student the language” when stuck)

• Keep in mind that your facial expressions and other “social cues” might not work (e.g., “the look”)

• Provide supervision and support (as necessary) using skills during breaks/lunch/hallway transitions

• Provide visual representation of the target skill in your classroom (verifying that it is age-appropriate and would not be perceived as negative by any other students)

• Create cooperative learning situations where student can share proficiencies (e.g., memory, vocabulary, other strengths)

• Encourage cooperative games

• Focus on social process rather than end product

• Establish a reward system for use of social/coping skills within your program

• Educate peers about how to respond to the student’s “disability” in social interaction
## PULLING IT ALL TOGETHER: RUNNING THE PROGRAM

### A. Overview of Programming Components

<table>
<thead>
<tr>
<th>Component (purpose)</th>
<th>Staff Responsible</th>
<th>Context</th>
<th>Participants</th>
<th>Frequency (duration)</th>
<th>Monitoring Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Small Group Social Skills Programming (to teach/practice skills)</td>
<td>Project Facilitator</td>
<td>Group</td>
<td>Players and Coaches: small group including 2+ role models (Facilitator-led)</td>
<td>1x week (45 min.)</td>
<td>Data collection during group &amp; self-monitoring away from group</td>
</tr>
<tr>
<td>Structured Social Opportunities (to practice skills with support)</td>
<td>Special Education Staff &amp; Project Facilitator</td>
<td>Class Activities</td>
<td>Players Peer group in class (Staff-led)</td>
<td>2-3x week</td>
<td>Data collection and/or self-monitoring during opportunity</td>
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<tr>
<td>Practice Session to Review Skills (to practice/review skill components)</td>
<td>Project Facilitator (oversee component)</td>
<td>Morning check-in (review/“tutoring” session)</td>
<td>Players (Peer-led)</td>
<td>Daily (5 min. ~ preferably at beginning of day)</td>
<td>Self-monitoring with support</td>
</tr>
<tr>
<td>Carry over throughout Day Transfer Training &amp; Generalization (to apply skills in natural settings)</td>
<td>Special Education Staff &amp; Project Facilitator (oversee component)</td>
<td>Throughout day during scheduled activities</td>
<td>Players (Peer-led)</td>
<td>Daily &amp; ongoing</td>
<td>Self-monitoring with support</td>
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</table>
B. Completing Assessments on Identified Students

In order to assess student progress with social skill performance over the course of their participation in the social skills program, specific measures are recommended including the Walker-McConnell Scale of Social Competence and School Adjustment and the Social Skills Rating System – SSRS (Teacher, Parent, and Student Forms). The benefit of the Walker-McConnell is that this standardized measure is organized into specific subscales that include categories of skills that are typically targeted for skill instruction during formal, systematic social skills programming (e.g., see examples below). The benefit of the SSRS is that this standardized measure includes forms for teachers, parents, and students to complete so that information can be gathered from and compared across the various individuals in the students’ lives. Once these measures are completed on the participating students, the assessment protocols can be cross-referenced for specific common social skills deficits (in other words, by analyzing the common themes across group members) to target specific skills to teach during the social skills group.

C.
### Possible Skills to Target for Groups
(based on Assessment Results)

- listens while others speak (including looks in direction of person speaking)
- uses on topic language
- is socially perceptive (reads others and knows what to do with this information)
- responds to peer initiations
- initiates conversations with peers
- initiates activities with peers
- keeps conversations with peers going
- joins group activities
- joins in during an ongoing conversation or interaction
- terminates interactions appropriately
- compliments others
- provides assistance to peers
- follows rules when playing games with others
- selects another activity when requests to join others are refused
- compromises with peers
- responds to teasing
- accepts constructive criticism/correction from others
- copes effectively with & manages own emotions
- compromises/controls anger & emotion in conflict situations
- appropriately stands up for rights/expresses feelings
- appropriately questions rules that may be unfair
STUDENT LIST & IDENTIFIED CONCERNS
*(will be generated for each group based on assessments)*

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>PRIMARY CONCERN</th>
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TARGET SKILLS FOR GROUP

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D. Agenda for 1st Session

- **Introductions**

- **Ice-breaking Activities**

- **Purpose of Groups**
  - To look at how high school students talk, interact, and behave with each other
  - To learn what skills are important when we talk to other people or they talk to us (like showing them we are listening or talking about the same thing)
  - To learn what skills we can use to help other people like us
  - To practice these skills and help each other learn them

- **Review of Group Model**
  - Discussion of the weekly skill and when to use it
  - Role playing/acting out examples of when to use the skill
    - It would be valuable to have a few Coaches demonstrate what role playing looks like
  - Giving each other feedback about how everybody did role playing
  - Participating in activities related to the weekly skill (e.g., watching videos, playing games)
  - Discussion:
    - provide some examples of the types of skills that will be targeted: staying on topic when talking with others; “reading” others; how to join into an ongoing conversation
    - talk about preferred activities among the group members (this can help plan for the related activities)

- **Development of Rules ~ Group discussion to generate group rules**
  - Write the ideas down as they will become permanent group rules and will be brought back each week
  - Ideas: listen to the speaker (do not interrupt others); use respectful language (e.g., no insults, yelling, swearing)

- **Explanation/Brainstorming of Reinforcement System**
E. Lesson Preparation

Detailed lesson plans exist for each skill taught during the small group social skills instruction. Each lesson plan includes information about: the specific skill; instructional setting; instructional materials; people involved (e.g., coaches, staff); frequency/length of session; the details of the structured learning (e.g., didactic instruction, modeling, role play, performance feedback, and reinforcement); transfer training/generalization; related activities; and documentation systems. Certain lesson plan aspects will remain consistent across skills (e.g., the structured learning approach), whereas other aspects will vary (e.g., transfer training, related activities).

<table>
<thead>
<tr>
<th>FOR EACH SKILL:</th>
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<tbody>
<tr>
<td>✓ Task analyze the skill (break the skill down into steps)</td>
</tr>
<tr>
<td>✓ Create a corresponding visual for the task analysis of the skill (different versions are included in this guidebook – depending on skill level of group)</td>
</tr>
<tr>
<td>✓ Create a corresponding Score Card for the task analysis of the skill (different versions are included in this guidebook – depending on skill level of group)</td>
</tr>
<tr>
<td>✓ Identify related activities that can be used to practice the skill during group and gather together the needed materials; popular activities include:</td>
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<tr>
<td>o Game shows (please see Appendix A for Game Formats for Social Skills Groups)</td>
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<td>o Charades</td>
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<td>o Coloring/decorating score cards &amp; skill/cue cards (therefore, the cards are not pre-printed/laminated already)</td>
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</tbody>
</table>
- Brainstorm ideas with students
- Remember, you can use peer volunteers or yourself for any activities/projects that involve writing/reading (if a student has difficulty with these tasks); in addition, students can opt to draw an idea down (instead of writing it) if that is easier

**MASTER Social Skills Lesson Plan Template**

**Skill:** (the target skill)

**Instructional Setting/Materials/Staff/Peers:** (where the formal instruction takes place, what materials are needed, the staff responsible, and the participating peers)

**Frequency/Length of Sessions:** (how frequently the session occurs each week as well as the duration of the session)

**Instruction ~ Structured Learning:**

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification (2 examples of when to use the skill & then additional ideas generated from group):
    1. *(1st suggestion from school staff)*
    2. *(2nd suggestion from school staff)*
  - Behavioral Steps (task analysis of the actual skill):

- **Modeling** *(Facilitator demonstration of how to perform skill ~ use example from Situation Identification list)*

- **Role Play** *(each Player & Coach has a turn to physically go through the steps ~ use real life examples from Situation Identification lists generated by the group)*

- **Performance Feedback & Reinforcement** *(Facilitator & Peer opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)*

**Transfer Training/Generalization:** homework form/self-monitoring systems; cue cards; “bait the skill”; staff/parents/select peer group informed of skill
<table>
<thead>
<tr>
<th><strong>Related Activities:</strong> (any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity #1:</strong></td>
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<tr>
<td><strong>Activity #2:</strong></td>
</tr>
<tr>
<td><strong>Documentation:</strong> (student social rating cards)</td>
</tr>
</tbody>
</table>

**Chapter VII**

CONCLUSIONS and FINAL THOUGHTS
APPENDICES

Appendix A           Game Formats for Social Skills Groups

• All social games are adapted versions of popular television game shows. It is important to keep in mind that the popularity of certain game shows varies over time and groups (i.e., what might be “popular” with one group of students does not necessarily mean that same game would be “popular” with another group of students). Therefore, it would be valuable to determine what games are of interest to each group of students. This information can then be used to generate social games for that specific group of students.

• Group Programming:
  o Determine preferred game shows among each group of students
  o Gather information about “rules” of those specific game shows (watch the show, talk with the students, “research” the game on the internet)
  o Adapt the game & corresponding rules based on the needs of each specific student group; then, place this in the context of ‘social game’ approach

QUESTION CATEGORIES FOR ALL GAMES

1. Group Techniques & Approaches
2. The Importance of Social Skills
3. Listening
4. On-topic
5. Emotions
a. Reading yourself (identifying one’s emotions)
b. Dealing with your own emotions (including determining appropriate response)
c. Reading others (identifying others’ emotions)
d. Dealing with the emotions of others (including determining appropriate response)
e. Understanding of consequences of responses

6. Conversations
   a. Turn-taking
   b. Starting a conversation
   c. Ending a conversation
   d. Joining a conversation

7. Getting Someone’s Attention

8. Compliments

9. Using the Phone

10. Dating
GAME #1

WHO WANTS TO BE A SOCIAL SKILL-IONAIRE?
“Knowing It All” Edition

- Each student will have a turn to be the contestant. A “life line” will be assigned to each contestant (this provides a great opportunity for the students to be paired up).
- Contestants can make a request to answer a question from a certain $ category (or you can have contestants answer questions from lowest to highest $ categories).
- Contestants have three requirements for each turn:
  1. use a life line (ask their partner his/her opinion)
  2. ask the audience for their opinion (all other students)
  3. request a demonstration from the audience (“Demo please!”)

CATEGORIES OF $/QUESTIONS

$10 Questions
$100 Questions
$1,000 Questions
$10,000 Questions
$100,000 Questions
$1,000,000 Questions
GAME #2

SOCIAL JEOPARDY

- Break the group up into teams (Social/Coach pairs; boys vs. girls; counting off; small groups, etc.)
- Each team takes a turn to answer a question – when it is that team’s turn, they can:
  - Request a specific category of questions (you can ask a question based on skill level of *Players*)
  - Immediately answer the question (after discussing the answer as a group)
  - OR
    - Ask for a demonstration of what the question is asking (“*Demo Please!*”)
      - When a demonstration occurs, recruit other group members (from different teams) to role play out the question (under your direction/guidance)
  - Credit is not lost for wrong answers
- **ZIG ZAG VERSION:** Students doing Demo can “incorrectly” or “correctly” act out scenario. After the demonstration, another team (team to left or right) is given a chance to immediately identify whether the scenario in the role play is “ok” or “not ok”
GAME #3

ARE YOU SMARTER THAN A SOCIAL EXPERT?

- Each contestant is asked a pair of questions, and each question taken from a separate category of social skills (I suggest listing the different categories on the board). Contestants can make requests for specific categories.

- The contestant chooses another student to be their "social expert", who can be consulted by the contestant as to their favorite categories before a topic is chosen. Each student may only be a contestant's “expert” for one student (thus, making sure that everyone is included – you could also assign pairs of contestants/experts).

- Contestants have three forms of assistance (two "cheats" and a "save") each available for use once per turn:
  
  o **Peek**: The contestant can find out what the “expert” feels is the answer, and choose whether to go along with it or not.
  
  o **Copy**: The contestant is locked into whatever answer their “expert” feels is the right answer, without being able to know it first.
  
  o **Save**: If the contestant gets an answer incorrect but their “expert” thinks that another answer is correct, they are credited with a correct answer. However, if the “expert” is also wrong, they are both incorrect.
GAME #4

TWO VS. THE GROUP (1 VS. MOB)

- Break the group up into 2-person teams (i.e., contestants)
- Each team takes a turn to answer a question – when it is that team’s turn, they are playing “against” the rest of the group remaining (i.e., everybody but that team – you could always divide these students up into pairs as well)
- The facilitator chooses the question to be asked, and everyone answers the question on an index card (these are kept private)
  - Whenever a question is answered correctly by the 2-person team, any other player in the “group/mob” who answered the question incorrectly is eliminated
  - Three forms of assistance (“helps”) are available:

  1. **Poll the Group/Mob**: The contestant team picks one of the answers to ask the group/mob about. The number of group/mob members who chose that answer is revealed. Once this occurs, the contestant team decides how they want to answer the question.

  2. **Ask the Group/Mob**: One group/mob member who answered correctly and one who answered incorrectly are chosen at random. Each explains his/her decision to the contestant team. Once this occurs, the contestant team decides how they want to answer the question.

  3. **Trust the Group/Mob**: Contestants commit to choosing the answer chosen by the largest number of group/mob members.
QUESTIONS

Note: Questions are True/False or Pick the Best Answer. Depending on the group & the game format, choose the best style question for the students/game. Feel free to “re-word” as you ask the questions (depending on skill level of the students as well as what language they like, e.g., social skills vs. skills for getting along with others vs. social behavior). (note: I kept below single spaced – it just takes up a lot of room)

GROUP TECHNIQUES & APPROACHES
1. Practicing and practicing “Reading Others” & “Reading Yourself” does not help you get better at this skill. True or False?
2. The more you practice a skill – the better you get at it (such as reading, speaking a foreign language, driving a car, sports). This is what happens when you practice good listening skills. True or False?
3. Talking about getting along with others is the best way (and probably the only way) to learn how to be a good friend. True or False?
4. Sharing personal experiences is required when learning a new social skill. True or False?
5. Sometimes, another student looks goofy when practicing the skills in group – it is not ok to laugh at that student. True or False?
6. Nobody knows all the rules for getting along with others. True or False?
7. Role playing and acting out skills are only needed by those who are “clueless” about social skills. True or False?

THE IMPORTANCE OF SOCIAL SKILLS
1. It is hard to keep a job if you do not have good social skills. True or False?
2. When you do not use social skills, your friends don’t really care. If they were really your friend, they’d be ok with your lack of social skills no matter what. True or False?
3. Adults always care more about how you behave than other kids. True or False?
4. Most little kids do not have social skills. True or False?
5. Social skills are important across your whole day (school, home, stores) – not just with teachers. True or False?
6. Most people feel good when they are using those skills needed to get along with others. True or False?
7. If I do not become really great with using social skills, then I won’t be able to have any friends. True or False?

LISTENING
1. When using the Listening skill, it is ok to turn away from the speaker for a short amount of time. True or False?
2. You should never nod your head and smile when somebody is talking with you if you disagree with what he/she is saying. True or False?
3. “Paying Attention and Showing Interest” are not really steps of Listening. True or False?
4. Listening is required for most of the other social skills that we learned. True or False?
5. In general, students do not learn to be good listeners until middle school. True or False?
6. If I am good at listening, I am probably good with certain other social skills as well. True or False?
7. If I am good at giving compliments, I am probably good with most other social skills as well. True or False?

ON TOPIC LANGUAGE
1. If you do not like what others are talking about (and you disagree with it), it is not ok change the subject to something else. True or False?
2. When you are talking with a group of students and a few of the kids change the subject – and then everybody joins in the new topic – you should join in too. True or False?
3. Remember – on topic language is only necessary when talking with adults who care about that skill. True or False?
4. If you get distracted and lose track of the conversation, it is ok to ask someone what is being talked about. True or False?
5. As long as the teacher says it is ok, you can talk about whatever you want with other students – even if they don’t want to listen. True or False?
6. I am so bored listening to someone talk about something for a very long time – that is a good moment to try to politely change the subject. True or False?
7. I am so bored listening to someone talk about something for a very long time – but the topic is very important to that person - that is a good moment to quickly change the subject. True or False?

EMOTIONS: READING SELF (identifying one’s emotions & what to do about it)
1. When your stomach has a pain and you are just hanging out in class, the pain in your stomach must be because you are hungry. True or False?
2. It is important to tell others what you are feeling all the time ~ it is not good to keep your feelings to yourself ever. True or False?
3. If you are talking with a teacher in a cheerful voice and you are smiling, then you must be happy. True or False?
4. Learning how to “read yourself” should help you learn how to “read others” True or False?
5. Understanding your own emotions is much more important than understanding the emotions of other people. True or False?
6. If you know how to “read yourself” – then you certainly know how to “read others” True or False?
7. Learning how to deal with your own emotions such as anger and frustration is important and often hard to do. True or False?

EMOTIONS: READING OTHERS (identifying another’s emotions & what to do about it)
1. It is most important to pay attention to somebody’s words when “reading him” ~ even if his face and body are giving a “message” that does not match the words. True or False?
2. If a girl is sitting down with her body slumped over, is covering her face with her hands, and is giggling, she must think that something is funny. True or False?

3. Sometimes, you pay attention to somebody’s body, face, voice tone, and words, and it is still very hard to “read him.” True or False?

4. You can use the “Reading Others” skill in many places – at home, at school, in stores. True or False?

5. The “Reading Others” skill is only important with people that you know. You do not need to use the skill with strangers. True or False?

6. “Reading others” is not that hard – what you see on their face or with their body is always what they are feeling. True or False?

7. Many people – even smart/popular students – sometimes have a hard time controlling their emotions (e.g., they may get angry and yell). True or False?

CONVERSATIONS

1. A conversation happens when you say one thing to someone and then you walk away. True or False?

2. The “way you stand” and the “way you speak” are both important in a conversation because you want the other person to know that you are interested in talking. True or False?

3. Interrupting a friend who is talking is usually ok but interrupting an adult who is talking is not ok. True or False?

4. In order for talking with someone to be a conversation, each person needs to have at least four turns talking. True or False?

5. If you and a friend are both enjoying talking about something, then you can keep having the conversation even if a teacher tells you it is time to stop talking. True or False?

6. When you have a conversation, never try to change the topic of conversation – that is impolite. True or False?

7. When you are having a conversation, both people are always interested in the topic. True or False?

GETTING SOMEONE’S ATTENTION

1. Horsing around is always the best way to get someone’s attention. True or False?

2. The way you get someone’s attention during class might be different than the way you get someone’s attention in the hallways. True or False?

3. The way you get your teacher’s attention during class is the same as the way that you would get a friend’s attention in the hallways. True or False?

4. If you are not sure if someone has time to interact with you, it is ok to watch them for a minute to figure it out. True or False?

5. If you stare at someone long enough, you will be able to figure out if they would like you to join in an interaction with them. True or False?

6. This skill is important for casual situations (e.g., chatting with friends) as well as more formal situations (e.g., doing an oral report in class). True or False?

7. Using this skill is more important in class (e.g., getting teacher’s attention) than with other kids outside of class (e.g., chatting in the hall). True or False?

COMPLIMENTING OTHERS & ACCEPTING COMPLIMENTS
1. If you do not like something about somebody else, it is ok to immediately tell them because you want them to know the truth. True or False?
2. If you like somebody, you should give them a different compliment every single time you see them – that will make them feel very special. True or False?
3. When giving somebody a compliment, it is important to find a good time to do it ~ such as during a break time, free time, or when you are not doing school work. True or False?
4. When you give somebody a compliment, it should be truthful. You should not make up something just to make somebody feel good. True or False?
5. When you give somebody a compliment, it is important to do it in a friendly way – that way, the other person knows that you mean it and that you like them. True or False?
6. After giving somebody a compliment, you should repeat that same compliment to them every time you see them. That way, they will definitely hear and remember what you had to say. True or False?
7. If you have a nice compliment to give somebody, you should say it as soon as you see them – even if it means interrupting them when they are doing school work or talking with a friend. True or False?

USING THE PHONE
1. Social skills are not required when talking on the phone – no one can see you. True or False?
2. You do not need to talk with the person who answers the phone if you don’t know them. True or False?
3. If you are really nervous about making a phone call, it is ok to practice what you will say. True or False?
4. All phone conversations should be kept private. True or False?
5. If someone stops talking with you on the phone, it might not be a good time for them to talk. True or False?
6. Luckily, you don’t have to use many social skills when using the phone. True or False?
7. Even if you do not want to talk on the phone, you should take the time to politely end the conversation. True or False?

DATING
1. When dating someone, social skills are not necessary – if the person likes you, they will like you just as you are. True or False?
2. Showing off what you are good at is the best way to get someone to like you. True or False?
3. Find out what someone else likes to talk about – that would be one nice way to get to know someone. True or False?
4. It is ok to talk a lot about your favorite topics when trying to get to know someone. True or False?
5. Giving a compliment can be one nice way to open up a conversation with someone you do not know very well. True or False?
6. If you are not interested in dating, then you do not need to worry about using social skills around the opposite sex (or other appropriate term). True or False?
7. Wow – I thought that if I had some kids who liked me and were my friends, then I wouldn’t need to worry about using social skills with people I don’t know too well. That isn’t true! True or False?
**$10 QUESTIONS**

- **Group Techniques & Approaches**
  We practiced many skills by “acting” during our social skills groups this year. This was not really necessary. A) true; B) not true; C) not really; D) false

- **Importance of Social Skills**
  People tell us that social skills are important to get along with others. A) true; B) not true; C) not really; D) false

- **Listening**
  We learned about listening skills during our social skills groups this year. A) true; B) not true; C) not really; D) yes – but we were told that there were many more important skills to learn than that

- **On-topic**
  We learned about off-topic skills during our social skills groups this year. A) true; B) not true; C) a little bit; D) yes – but we were told that it was not that important

- **Emotions**
  “Reading Yourself”, “Reading Others”, and “Reading Books” are the 3 most important social skills when talking about emotions. A) always true; B) often true; C) sometimes true; D) not true

- **Conversations**
  A conversation requires at least two people. A) always true; B) often true; C) sometimes true; D) never true

- **Attention Seeking**
  Teachers like students to seek attention – even if it means “getting in trouble”. A) always true; B) often true; C) sometimes true; D) never true

- **Compliments**
  Compliments are waste of time. It is not important to say nice things to other people. A) always true; B) often true; C) sometimes true; D) not true

- **Using the Phone**
  Talking on the phone is great because you do not need to use social skills. A) always true; B) often true; C) sometimes true; D) not true

- **Dating**
  Dating does not require any social skills. A) always true; B) often true; C) sometimes true; D) not true

**$100 QUESTIONS**

- **Group Techniques & Approaches**
  I do not like to “act” so that part of group is not important. A) always true; B) often true; C) sometimes true; D) not true

- **Importance of Social Skills**
  My friends say social skills are not important – that must be correct. A) always true; B) often true; C) sometimes true; D) not true

- **Listening**
Our teachers like us to use listening skills in our classes at school. A) **always true**; B) often true; C) not often true; D) never true

- **On-topic**
  Our teachers like us to use on-topic skills in our classes at school. A) always true; B) **often true**; C) not often true; D) never true

- **Emotions**
  “Reading Others” is a waste of time – it does not really matter what others are feeling. A) always true; B) **often true**; C) sometimes true; D) **never true**

- **Conversations**
  A conversation happens when you say one thing to someone and then you walk away. A) always true; B) often true; C) not often true; D) **never true**

- **Attention Seeking**
  Being goofy and disrespectful in class is a great way to get attention from the teacher and other students. A) always true; B) often true; C) not often true; D) **never true**

- **Compliments**
  When you give somebody a compliment, it is important to do it in a friendly way – that way, the other person knows that you mean it. A) **always true**; B) often true; C) not often true; D) never true

- **Using the Phone**
  When you are talking on the phone, you need to use social skills. A) **always true**; B) often true; C) sometimes true; D) never true

- **Dating**
  Luckily, boys don’t need to use social skills with girls and girls don’t need to use social skills with boys. A) always true; B) often true; C) sometimes true; D) **never true**

**$1,000 QUESTIONS**

- **Group Techniques & Approaches**
  There are some kids who know how to use all social skills – they have NOTHING to work on. A) always true; B) often true; C) sometimes true; D) **never true**

- **Importance of Social Skills**
  There are some kids who are so smart they do not need to use social skills ever. A) always true; B) often true; C) sometimes true; D) **never true**

- **Listening**
  “Paying Attention and Showing Interest” is the most important step of *Listening*. A) **always true**; B) often true; C) not often true; D) never true

- **On-topic**
  Social skills group helped me learn that on-topic language is not that important when talking with others – what I want to talk about is most important. A) always true; B) often true; C) not often true; D) **not true**

- **Emotions**
  If a girl is sitting down with her body slumped over, is covering her face with her hands, and looks like she is “holding back” tears, you should walk up to her and say something like “you look sad; can I help?” because it will make her feel better. A) always true; B) **often true**; C) not often true; D) never true

- **Conversations**
Conversations occur when you are in the same room with a person. A) always true; B) often true; C) sometimes true; D) never true

- **Attention Seeking**
  Attention seeking? I am not sure if I learned this in social skills group – it must not be important then. A) always true; B) often true; C) sometimes true; D) not true

- **Compliments**
  If you do not like something about somebody else, it is ok to immediately tell them because you want them to know the truth. A) always true; B) often true; C) not often true; D) never true

- **Using the Phone**
  “Reading Others” can be harder on the phone because you cannot see the other person’s face and body language. A) always true; B) often true; C) not often true; D) never true

- **Dating**
  Because I am not interested in dating, I do not have to use social skills with girls (or boys). A) always true; B) often true; C) not often true; D) never true

**$10,000 QUESTIONS**

- **Group Techniques & Approaches**
  Thinking about how to get along with others & talking with my friends about this is a good way to learn more about being a good friend. A) always true; B) often true; C) not often true; D) never true

- **Importance of Social Skills**
  We did not learn how to play board games in group this year – that must not require social skills. A) always true; B) often true; C) not often true; D) never true

- **Listening**
  You should nod your head and smile when somebody is talking with you even if you disagree with what he/she is saying. A) always true; B) often true; C) not often true; D) never true

- **On-topic**
  If you do not like what others are talking about (because you find the topic boring), it is ok to immediately change the subject to something else and ignore their talking. A) always true; B) often true; C) not often true; D) never true

- **Emotions**
  Sometimes, you pay attention to somebody’s body, face, voice tone, and words, and it is still very hard to “read him.” A) always true; B) often true; C) sometimes true; D) never true

- **Conversations**
  When you are having a conversation, both people are always interested in the topic. A) always true; B) often true; C) not often true; D) never true

- **Attention Seeking**
  Talking is the only real way to get attention from other people. A) always true; B) often true; C) not often true; D) not true

- **Compliments**
When giving somebody a compliment, it is important to find a good time to do it – such as during a break time, free time, or when you are not doing school work. A) always true; B) often true; C) not often true; D) never true

- **Using the Phone**
  It is not important to use listening skills on the phone because the other person cannot see you. A) always true; B) often true; C) not often true; D) not true

- **Dating**
  If you want to get to know someone, remember those “basic” skills for getting along – listening, on topic, respect others’ feelings. A) always true; B) often true; C) not often true; D) not true

**$100,000 QUESTIONS**

- **Group Techniques & Approaches**
  I get embarrassed doing the “acting” – skipping group is fine because the way we do things in group is never helpful for getting along with others. A) always true; B) often true; C) not often true; D) not true

- **Importance of Social Skills**
  I plan to work alone when I grow up & not in an office. I don’t need to know many social skills. A) always true; B) often true; C) not often true; D) not true

- **Listening**
  When using the Listening skill, you must face the speaker. A) always true; B) often true; C) not often true; D) never true

- **On-topic**
  When you are talking with some friends and one of them changes the subject – and then everybody joins in the new topic – you should join in too. A) always true; B) often true; C) not often true; D) never true

- **Emotions**
  If you are talking with a teacher in a cheerful voice and you are smiling, then you like that teacher. A) always true; B) often true; C) sometimes true; D) never true

- **Conversations**
  The “way you stand” and the “way you speak” are both important in a conversation because you want the other person to know that you are interested in talking. A) always true; B) often true; C) not often true; D) never true

- **Attention Seeking**
  If you make lots of noise and act goofy, then you definitely will get attention from all the people around you. A) always true; B) never true; C) maybe/maybe not; D) not often true

- **Compliments**
  If you like somebody, you should give them a different compliment every single time you see them ~ that will make them feel very special. A) always true; B) often true; C) not often true; D) never true

- **Using the Phone**
  The social skills you need to use on the phone with an adult are different than the social skills you need to use on the phone with another student. A) always true; B) often true; C) sometimes true; D) never true

- **Dating**
When you are getting to know someone, they *always* want you to use your best social skill ever. A) always true; B) often true; C) sometimes true; D) never true

### $1,000,000 QUESTIONS

- **Group Techniques & Approaches**
  Practice social games on the computer is the best way to learn about social skills & getting along with others. A) always true; B) often true; C) *not often true*; D) never true

- **Importance of Social Skills**
  My parents want me to go to college – I’ll learn how to really get along with others then – middle & high school is just for fun with my friends. A) always true; B) often true; C) not often true; D) never true

- **Listening**
  Listening is a skill that is necessary for you to use in order to be successful with all of the other social skills that you use every day. A) always true; B) *often true*; C) not often true; D) never true

- **On-topic**
  On-topic Language is a skill that is more important for adults to have than for students to have. A) always true; B) often true; C) not often true; D) *not true*

- **Emotions**
  It is *most important* to pay attention to somebody’s words when “reading him” – even if his face and body are giving a “message” that does not match the words. A) always true; B) often true; C) not often true; D) *not true*

- **Conversations**
  Teachers should have more respect from you during a conversation than a friend should have from you during a conversation. A) always true; B) often true; C) not often true; D) *not true*

- **Attention Seeking**
  Just saying, “Let’s talk” can be the best way to get attention from someone with whom you would like to talk. A) always true; B) *often true*; C) not often true; D) never true

- **Compliments**
  When you give somebody a compliment, it should be truthful. You should not make up something just to make somebody feel good. A) always true; B) *often true*; C) not often true; D) never true

- **Using the Phone**
  Do not use the phone if you do not plan on using your social skills. A) always true; B) *often true*; C) not often true; D) it does not really matter

- **Dating**
  Do not try to get to know someone and date them if you do not plan on using your social skills at some point A) *always true*; B) often true; C) not often true; D) it does not really matter
Appendix B  Sample Lesson Plans & Documentation Systems

Friendship Making Skills

- Starter Lessons (these lessons are provided as introductory lessons for all students or as ongoing lessons for those students who are concrete learners)

- Intermediate Lessons

Emotional Regulation Skills

- Starter Lessons (these lessons are provided as introductory lessons for all students or as ongoing lessons for students who are concrete learners)

- Intermediate Lessons
**SOCIAL SKILLS LESSON PLAN: LISTENING**

<table>
<thead>
<tr>
<th>Skill: Listening to Speaker/Social Partner (Friendship Making/Keeping Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials/Staff/Peers:</strong> (materials: “Listening” social rating cards; blank index cards; markers or pencils for writing; timer; small ball; comic books/joke books)</td>
</tr>
<tr>
<td><strong>Frequency/Length of Sessions:</strong> (frequency/duration varies based on group)</td>
</tr>
</tbody>
</table>

**Instruction ~ Structured Learning:**

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. (1st suggestion from school staff)
    2. (2nd suggestion from school staff)
  - Group Discussion about what *Listening* looks like when using interacting with others (ideas generated by all students)
  - Behavioral Steps (task analysis of the actual skill):
    1. Face speaker
    2. Pay attention and show interest
    3. Keep body still
    4. Do not interrupt

- **Modeling** (*Facilitator* demonstration of how to perform skill ~ use example from *Situation Identification* list)

- **Role Play** (each *Player & Coach* has a turn to physically go through the steps ~ use examples from *Situation Identification* lists generated by the group)

- **Performance Feedback & Reinforcement** (*Facilitator & Peer* opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)

**Related Activities:** (any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)

*Activity #1: "Listening" card game (see following page)*
### Documentation: (see student “Listening” social rating card)

<table>
<thead>
<tr>
<th>LISTENING</th>
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<tbody>
<tr>
<td>Face Speaker</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Keep Body Still</td>
<td><img src="image3.png" alt="Image" /></td>
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<tr>
<td>Do not Interrupt</td>
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**LISTENING**

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<tbody>
<tr>
<td>Face Speaker</td>
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<tr>
<td>Pay Attention and Show Interest</td>
<td><img src="image6.png" alt="Image" /></td>
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<tr>
<td>Keep Body Still</td>
<td><img src="image7.png" alt="Image" /></td>
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<tr>
<td>Do not Interrupt</td>
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<td>LISTENING</td>
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<td>Face Speaker</td>
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<td>Pay Attention &amp; Show Interest</td>
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<tr>
<td>Keep Body Still</td>
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<tr>
<td>Do not Interrupt</td>
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</table>
### SOCIAL SCORE CARD

<table>
<thead>
<tr>
<th>Skill: Listening</th>
<th>Date</th>
<th>Week of</th>
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<tbody>
<tr>
<td>Face Speaker</td>
<td>![Face Speaker Icon]</td>
<td>![Date Icon]</td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
<td>![Pay Attention Icon]</td>
<td>![Date Icon]</td>
</tr>
<tr>
<td>Keep Body Still</td>
<td>![Keep Body Still Icon]</td>
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</tr>
<tr>
<td>Do not Interrupt</td>
<td>![Do not Interrupt Icon]</td>
<td>![Date Icon]</td>
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± = independent/successful; p = prompted (w/help); - = did not use skill or did incorrectly
## STUDENT SOCIAL SCORE CARD for Listening

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
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<tbody>
<tr>
<td>Who?</td>
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<tr>
<td>When?</td>
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**Face Speaker**

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</table>

**Overall Rating of Entire Skill Performance**

+ = independent/successful

h = with help

- = did not use skill or did incorrectly

### Ideas for Times to Use and Rate My Use of the Listening Skill

- [ ] (Think about the Following Questions: Who? When? Where?)
Related Activities

“Listening” Game

Starter and Intermediate Activity

1. The Facilitator passes around one index card to each student.
2. Each student writes a topic of particular interest to him/her on the index card.
3. All of the index cards are collected and shuffled together by Facilitator.
4. One student picks a card from the pile and whatever is written on the card becomes the topic of discussion.
5. A timer is set for 1 minute, and one member of the group is allowed to talk about that topic for the 1 minute until the time is up. The student who is speaking is given a special item to hold so that the group knows who is in the position to talk (e.g., small ball).

Alternative Versions of this Activity (Starter & Intermediate Activities)

- If students have difficulty talking about an idea that somebody else generated, then the person who wrote down the item on the card is the one who does the talking for that round.

- The card on the top of the pile becomes the topic of discussion for the speaker. Prior to the student talking, the Facilitator randomly sets the timer for a set amount of time (e.g., rings after 45 seconds; rings after 30 seconds; rings after 1 minute), and the student is allowed to talk about that topic until the timer goes off. Once it goes off, the next card in the pile is picked and another student has the opportunity to talk (note: the group will have varying amounts of time to talk about a specific subject depending on how long the timer is set).

- Prior to starting the game, the students are randomly divided into 2 groups. Throughout the 1 minute round, the Facilitator tallies each group’s “Listening” skills (earns 1 point) and absence of “Listening” (loses 1 point). The group with the most
points at the end wins that round, and has the opportunity to choose the next index card.

- **Another option**: instead of talking about the topics on the index cards, the students take turns reading aloud to the group from a comic book or joke book for a 1-minute duration. If preferred, the Facilitator can do the reading instead. (and students rate Facilitator – great for nonreaders).
SOCIAL SKILLS LESSON PLAN: ON TOPIC LANGUAGE

<table>
<thead>
<tr>
<th>Skill: On Topic Language (i.e., talks about what others are talking about) (Friendship Making/Keeping Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Staff/Peers: (materials: “On Topic” social rating cards; blank index cards; markers or pencils for writing; timer)</td>
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<tr>
<td>Frequency/Length of Sessions: (frequency/duration varies based on group)</td>
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</tbody>
</table>

**Instruction ~ Structured Learning:**

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. (1st suggestion from school staff)
    2. (2nd suggestion from school staff)
  - Group Discussion about what Attention, Agreement, & Disagreement look like when using “On Topic Language” (ideas generated by all students)
  - Behavioral Steps (task analysis of the actual skill):
    1. Use same topic when talking
    2. Face speaker
    3. Pay attention and show interest
    4. Keep body still
    5. Do not interrupt

- **Modeling** (Facilitator demonstration of how to perform skill ~ use example from Situation Identification list)

- **Role Play** (each Player & Coach has a turn to physically go through the steps ~ use examples from Situation Identification lists generated by the group)

- **Performance Feedback & Reinforcement** (Facilitator & Peer opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)

**Related Activities:** (any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)
**Activity #1:** “Staying on Topic” card game (see following page)

**Documentation:** (see student “On Topic” social rating card)

<table>
<thead>
<tr>
<th>ON TOPIC LANGUAGE</th>
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<tbody>
<tr>
<td>Use Same Topic when Talking</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Face Speaker</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Keep Body Still</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Do not Interrupt</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
</tbody>
</table>
| Pay Attention and Show Interest | ![Image]  
---|---
| Keep Body Still | ![Image]  
| Do not Interrupt | ![Image]  

| **ON TOPIC LANGUAGE** | ![Image]  
---|---
| Use Same Topic when Talking | ![Image]  
| Face Speaker | ![Image]  
| Pay Attention & Show Interest | ![Image]  
| Keep Body Still | ![Image]  
| Do not Interrupt | ![Image]  

?
## SOCIAL SCORE CARD

<table>
<thead>
<tr>
<th>Skill</th>
<th>On Topic Language</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Same Topic when Talking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face Speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
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<td></td>
</tr>
</tbody>
</table>

\[+ = \text{independent/successful}; \ p = \text{prompted (w/help); } \ - = \text{did not use skill or did incorrectly}\]
# SOCIAL SCORE CARD for On Topic Language

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mon day</th>
<th>Tues day</th>
<th>Wednes day</th>
<th>Thur sday</th>
<th>Frida y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Same Topic when Talking</td>
<td>![Icon]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face Speaker</td>
<td>![Icon]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Pay Attention and Show Interest</td>
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<td>Do not Interrupt</td>
<td>![Icon]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Ideas for Times to Use and Rate My Use of the On Topic Language Skill

- [ ] (Think about the Following Questions: **Who?** **When?** **Where?**)
Related Activities

“Staying on Topic” Game

Starter and Intermediate Activity

1. The Facilitator passes around one index card to each student.
2. Each student writes a topic of particular interest to him/her on the index card.
3. All of the index cards are collected and shuffled together by Facilitator.
4. One student picks a card from the pile and whatever is written on the card becomes the topic of conversation for the group.
5. A timer is set for 2 minutes, and the group is directed to talk only about that topic for the 2 minutes until the time is up.
6. As necessary, the Facilitator encourages students to contribute to the conversation and to stay on topic with the discussion.

Alternative Versions of this Activity (Starter and Intermediate Activities)

- If students do not easily contribute to the conversation (e.g., some students remain silent), the Facilitator randomly pass out labeled index cards to all members of the group, resulting in assignments to the role that each individual plays in the discussion. These cards will be labeled with questions that can be asked (who, what, where, when, why, how) and comments that can be made (I think; I know; etc.).

- The card on the top of the pile becomes the topic of conversation for the group. At the beginning of that conversation, the Facilitator randomly sets the timer for a set amount of time (e.g., rings after 45 seconds; rings after 2 minutes; rings after 4 minutes; rings after 1 minute), and the group is required to talk about that topic until the ringer goes off. Once it goes off, the next card in the pile is picked and that becomes the topic of conversation (note: the group will have varying amounts of time to talk about a specific subject depending on how long the timer is set).
Prior to starting the game, the students are randomly divided into 2 groups. Throughout the 2 minutes, the Facilitator tallies each group’s “On Topic” (earns 1 point) and “Off Topic” (loses 1 point) comments and questions. The group with the most points at the end of each conversation wins that round.

**Alternative Activities**

- **“Guess Who” Game**: The students are divided into pairs. Each pair conducts “guess who” game. One partner pretends to be someone famous and the other partner has to guess who it is by asking related questions.
  - **Another Option**: The students could also be divided up into groups of three to complete this activity. The first two students play the roles identified above (one pretending to be someone famous and the other asking the related questions), and the third student’s role is to observe and maintain a tally of anytime either partner uses “off topic language”.

- **“Mock Interview”**: The students are divided into pairs. One partner identifies him/herself as a famous person, and the other partner has to interview that person.
  - **Another Option**: The students could also be divided up into groups of three to complete this activity. The first two students play the roles identified above (one being the famous person and the other conducting the interview), and the third student’s role is to observe and maintain a tally of anytime either partner uses “off topic language”.

- **Additional Consideration**: (during role plays and/or the above-listed activities), students could take turns completing these activities in front of the group. The rest of the group members are assigned as “observers”. Half of the “observers” are privately (this could be done in writing or verbally) given the name of another “observer”. The student then needs to pay attention and rate how well the other student did “observing” the role play/interview/guessing game. **Note**: those “observing” the fellow “observers” should not be
identified as targets of “observation” (thus, resulting in \( \frac{1}{2} \) of the students being targeted as “observers” to rate another “observer”).
**SOCIAL SKILLS LESSON PLAN: READING OTHERS**

<table>
<thead>
<tr>
<th><strong>Skill</strong>: Reading Others: Happy, Sad, Mad, Scared (Emotional Regulation Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials/Staff/Peers</strong>: (materials: “Reading Others” social rating cards; mirrors; magazine pictures)</td>
</tr>
<tr>
<td><strong>Frequency/Length of Sessions</strong>: (frequency/duration varies based on group)</td>
</tr>
<tr>
<td><strong>Instruction ~ Structured Learning</strong>:</td>
</tr>
<tr>
<td>- <strong>Didactic Instruction</strong> (verbal/pictorial explanation of skill steps)</td>
</tr>
<tr>
<td>- Situation Identification: (provide 2 examples of when to use the skill &amp; then generate additional ideas from group):</td>
</tr>
<tr>
<td>1. <em>(1st suggestion from school staff)</em></td>
</tr>
<tr>
<td>2. <em>(2nd suggestion from school staff)</em></td>
</tr>
<tr>
<td>- Behavioral Steps (task analysis of the actual skill):</td>
</tr>
<tr>
<td>1. Watch the person (posture, facial expression)</td>
</tr>
<tr>
<td>2. Listen to the person (voice tone, words)</td>
</tr>
<tr>
<td>3. Name what you think the person is feeling</td>
</tr>
<tr>
<td>- <strong>Modeling</strong> <em>(Facilitator demonstration of how to perform skill ~ use example from Situation Identification list)</em></td>
</tr>
<tr>
<td>- <strong>Role Play</strong> <em>(each Player &amp; Coach has a turn to physically go through the steps ~ use examples from Situation Identification lists generated by the group)</em></td>
</tr>
<tr>
<td>- <strong>Performance Feedback &amp; Reinforcement</strong> <em>(Facilitator &amp; Peer opportunity to provide all students with corrective feedback ~ what was performed accurately &amp; what needs improvement)</em></td>
</tr>
<tr>
<td><strong>Related Activities</strong>: count to 10 in various tones &amp; others guess the emotion; look at self in mirror using specific emotions; cut out magazine photos of certain emotions &amp; others guess the emotion</td>
</tr>
<tr>
<td><strong>Documentation</strong>: (see student “Reading Others” social rating card)</td>
</tr>
<tr>
<td>READING OTHERS</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Watch the person - body &amp; face</td>
</tr>
<tr>
<td>Listen to person - tone &amp; words</td>
</tr>
<tr>
<td>Name what you think is the feeling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING OTHERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch the Person (body &amp; face)</td>
<td>![Image]</td>
</tr>
<tr>
<td>Listen to Person (tone &amp; words)</td>
<td>![Image]</td>
</tr>
<tr>
<td>Name what you Think is the Feeling</td>
<td>![Image]</td>
</tr>
</tbody>
</table>
# SOCIAL SCORE CARD

**Skill:** Reading Others  

<table>
<thead>
<tr>
<th>Date</th>
<th>Week of</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Watch Person (body/face)" /></td>
<td><img src="image" alt="Watch Person (body/face)" /></td>
</tr>
<tr>
<td><img src="image" alt="Listen to Person (voice tone, words)" /></td>
<td><img src="image" alt="Listen to Person (voice tone, words)" /></td>
</tr>
<tr>
<td><img src="image" alt="Name what Person Might be Feeling" /></td>
<td><img src="image" alt="Name what Person Might be Feeling" /></td>
</tr>
</tbody>
</table>

*+ = independent/successful; p = prompted (w/help); - = did not use skill or did incorrectly*  

*SOCIAL SCORE CARD for Reading Others*
### Related Activities

#### Ideas for Times to Use and Rate My Use of the Reading Others Skill

(Think about the Following Questions: Who? When? Where?)
“Reading Others” Games

Starter and Intermediate Activity

Counting with Emotion

- each student has the opportunity to count to 10 in with an emotion chosen from chart & others guess the emotion (they could choose the emotion themselves or you could assign emotions ~ write a separate emotion out on an index card and provide each student with an index card)
  - whole group could guess or
  - student to right or left of student could guess
  - note: if students have difficulty identifying the emotion, the counter could use one of the broad categories only (e.g., afraid, angry, confident, etc.) or the counter could identify which category the emotions falls under and the students could guess within that category

Charades (Starter and Intermediate Activities)

- each student writes an emotion on an index card (or draws a picture of one of the emotions ~ the student also writes an action verb on another index card (again, the action could be drawn instead)
- the facilitator collects all the cards and shuffles in two piles: one of verbs & one of emotions
- students take turns picking two cards & acting out the scene (e.g., “angry swimming”, “happy walking”)
- the rest of the group guesses the emotion (they can also have fun guessing the action)

Videotape Analysis from “Popular” Television Programs (Intermediate Activities)
• **Version #1:** watch videotape segment (1-2 minutes) with volume on and students identify emotion by referencing the emotion chart (use broad categories only as listed above)

• **Version #2:** watch videotape segment (1-2 minutes) with volume off and students identify emotion by referencing the emotion chart (use broad categories only as listed above)

• **Version #3:** break up the group into 2 teams, each team can come up with their own team name, and each team (as a group) watches the segment and identifies the emotion; in other words, one team has a turn to identify an emotion, then the other team, and they rotate back/forth (if appropriate for this group, you could tally scores on the flipchart)

• **Note:** if students become too loud with shouting out/providing answers, have them write their answers on index cards
  
  - Students could also be allowed to write 1st & 2nd guess on the card
### SOCIAL SCORE CARD for TEACHERS

#### Listening

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mond ay</th>
<th>Tues day</th>
<th>Wedn esda y</th>
<th>Thurs day</th>
<th>Frida y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face Speaker</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pay Attention and Show Interest</td>
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<td></td>
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<tr>
<td>Keep Body Still</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not Interrupt</td>
<td></td>
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</tr>
</tbody>
</table>

**Overall Rating of Entire Skill Performance**

+ = independent/successful  
- = did not use skill or did incorrectly  
h = with help

#### On Topic Language

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mond ay</th>
<th>Tues day</th>
<th>Wedn esda y</th>
<th>Thurs day</th>
<th>Frida y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Same Topic when Talking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face Speaker</td>
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</tbody>
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#### Reading Others

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mond ay</th>
<th>Tues day</th>
<th>Wedn esda y</th>
<th>Thurs day</th>
<th>Frida y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch the Person (body &amp; face)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to Person (tone &amp; words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately is able to Label Feeling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating of Entire Skill Performance**

+ = independent/successful  
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h = with help

#### Reading Self

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mond ay</th>
<th>Tues day</th>
<th>Wedn esda y</th>
<th>Thurs day</th>
<th>Frida y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice Physical Signs (body &amp; face)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Appendix A
Lesson Plans & Documentation Systems

- Friendship Making/Keeping Skills
- Emotional Regulation Skills (i.e., skills for dealing with emotions)

Detailed lesson plans exist for each skill taught during the small group social skills instruction. Each lesson plan is formatted to include information about: the specific skill; instructional setting; instructional materials; people involved (e.g., coaches, staff); frequency/length of session; the details of the structured learning (e.g., didactic instruction, modeling, role play, performance feedback, and reinforcement); transfer training/generalization; related activities; and documentation systems. Certain lesson plan aspects will remain consistent across skills (e.g., the structured learning approach), whereas other aspects will vary (e.g., transfer training, related activities).

It is important to note that the lessons are not organized by age ranges. In other words, there are not separate lessons for elementary school, middle school, and high school. Rather, each lesson is organized as a “starter lesson”, providing introductory skill building for all students as well as ongoing lessons for those students who are concrete learners and need frequent repetition and exposure to similar skills. In addition, with most lessons, the lesson also includes additional
information for developing intermediate skills in the corresponding social domain. Although certain skills build upon prior skills (e.g., *On Topic Language* uses skills taught during *Listening*), other skills can be taught in isolation. In other words, following a sequence of skill development is not required to implement these lessons.

**MASTER Social Skills Lesson Plan Template**

<table>
<thead>
<tr>
<th>Skill: (the target skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Setting/Materials/Staff/Peers:</strong> (where the formal instruction takes place, what materials are needed, the staff responsible, and the participating peers)</td>
</tr>
<tr>
<td><strong>Frequency/Length of Sessions:</strong> (how frequently the session occurs each week as well as the duration of the session)</td>
</tr>
<tr>
<td><strong>Instruction ~ Structured Learning:</strong></td>
</tr>
<tr>
<td>- Didactic Instruction (verbal/pictorial explanation of skill steps)</td>
</tr>
<tr>
<td>- Situation Identification (2 examples of when to use the skill &amp; then additional ideas generated from group):</td>
</tr>
<tr>
<td>1. (<em>1st suggestion from school staff</em>)</td>
</tr>
<tr>
<td>2. (<em>2nd suggestion from school staff</em>)</td>
</tr>
<tr>
<td>- Behavioral Steps (task analysis of the actual skill):</td>
</tr>
<tr>
<td>- Modeling (<em>Facilitator</em> demonstration of how to perform skill ~ use example from <em>Situation Identification</em> list)</td>
</tr>
<tr>
<td>- Role Play (each <em>Player &amp; Coach</em> has a turn to physically go through the steps ~ use real life examples from <em>Situation Identification</em> lists generated by the group)</td>
</tr>
<tr>
<td>- Performance Feedback &amp; Reinforcement (<em>Facilitator &amp; Peer</em> opportunity to provide all students with corrective feedback ~ what was performed accurately &amp; what needs improvement)</td>
</tr>
<tr>
<td><strong>Transfer Training/Generalization:</strong> homework form/self-monitoring systems; cue cards; “bait the skill”; staff/parents/select peer group informed of skill</td>
</tr>
</tbody>
</table>
Related Activities: (any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)
Activity #1:
Activity #2:

Documentation: (student social rating score cards)

The following guidelines assist the social skills group facilitator with preparation for program implementation for specific skills. These guidelines should be used in conjunction with the information included in the following lessons. Although much information is included here in order to initiate and run a social skills group, it is important to keep in mind that each lesson (most likely) will need to be individualized for each group. For example, consider the skill of Listening and its corresponding task analysis of: 1) face speaker; 2) pay attention and show interest; 3) keep body still; and 4) do not interrupt. For some students, the first step of face speaker might be self-explanatory with that language. For other students, greater detail might need to be included (e.g., eyes on speaker and body facing speaker). With those students, the task analysis will need to include those additional details (i.e., specific, additional steps need to be written into the task analysis) in order for the student to acquire and perform the skill as targeted.

FOR EACH SKILL:

☑ Task analyze the skill (break the skill down into steps)
☑ Create a corresponding visual (cue card) for the task analysis of the skill
☑ Create a corresponding Score Card for the task analysis of the skill
☑ Identify related activities that can be used to practice the skill during group and gather together the needed materials (including role play props); popular activities include:

- Game shows (see Appendix B for *Game Formats for Social Skills Groups*)
- Charades
- Coloring/decorating score cards & skill/cue cards (therefore, the cards should not be pre-printed/laminated already)
- Brainstorm ideas with students
- Remember, use peer volunteers or yourself for any activities/projects that involve writing/reading (if a student has difficulty with these tasks); or, students can opt to draw an idea down (instead of writing it) if that is easier.

## SKILL LIST

### FRIENDSHIP MAKING & KEEPING SKILLS

- listens while other(s) speak
- uses on topic language
- conversations/interactions
  - responds to peer initiations for conversation (and/or activity participation)
  - initiates conversations (and/or activity) with peer(s)
  - keeps conversation (and/or activity) going with peer(s)
  - joins in during an ongoing conversation (and/or activity)
  - terminates conversations (and/or activity) appropriately
- compliments
  - gives a compliment
  - accepts a compliment
- offering help to peers

### EMOTIONAL REGULATION SKILLS
- reading others’ emotions (i.e., is socially perceptive)
- reading self relative to own emotions
- uses strategies to cope effectively with & manage emotions of others
- uses strategies to cope effectively with & manage own emotions
- responds to teasing
- accepts feedback from others (e.g., constructive criticism/correction)
- appropriately stands up for rights/expresses feelings
# LISTENS WHILE OTHER(S) SPEAK

**Skill:** Listens While Other(s) Speak (Friendship Making/Keeping Skills)

**Materials/Staff/Peers:** (materials: "Listening" social score cards; blank index cards; markers or pencils for writing; timer; small ball; comic books/joke books; role play props)

**Frequency/Length of Sessions:** *(frequency/duration varies based on group)*

**Instruction ~ Structured Learning:**

- **Didactic Instruction** *(verbal/pictorial explanation of skill steps)*
  - Situation Identification *(provide 2 examples of when to use the skill & then generate additional ideas from group)*:
    1. *(1st suggestion from school staff)*
    2. *(2nd suggestion from school staff)*
  - Group Discussion about what Listening looks like when interacting with others *(ideas generated by all students)*
  - Behavioral Steps *(task analysis of the actual skill)*:
    1. Face speaker
    2. Pay attention and show interest
    3. Keep body still
    4. Do not interrupt

- **Modeling** *(Facilitator demonstration of how to perform skill ~ use an example from Situation Identification list)*

- **Role Play** *(each Player & Coach has a turn to physically go through the steps ~ use examples from Situation Identification lists generated by the group)*

- **Performance Feedback & Reinforcement** *(Facilitator & Peer opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)*

**Related Activities:** *(any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)*

- “Listening” activities *(see following pages)*

**Documentation:** *(see student “Listening” social score card)*
### SAMPLE CUE CARD

<table>
<thead>
<tr>
<th>LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face Speaker</strong></td>
</tr>
<tr>
<td><img src="image1.png" alt="Stick Figure Illustration" /></td>
</tr>
<tr>
<td><strong>Pay Attention &amp; Show Interest</strong></td>
</tr>
<tr>
<td><img src="image2.png" alt="Stick Figure Illustration" /></td>
</tr>
<tr>
<td><strong>Keep Body Still</strong></td>
</tr>
<tr>
<td><img src="image3.png" alt="Stick Figure Illustration" /></td>
</tr>
<tr>
<td><strong>Do not Interrupt</strong></td>
</tr>
<tr>
<td><img src="image4.png" alt="Stick Figure Illustration" /></td>
</tr>
</tbody>
</table>
## SAMPLE SOCIAL SCORE CARDS

**Skill:** Listening  

**Face Speaker**  

**Pay Attention & Show Interest**  

**Keep Body Still**  

**Do not Interrupt**  

Example:  

<table>
<thead>
<tr>
<th>Date</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### LISTENING

<table>
<thead>
<tr>
<th>Skill</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face Speaker</td>
<td>![Icon]</td>
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<tr>
<td>Keep Body Still</td>
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</tr>
<tr>
<td>Do not Interrupt</td>
<td>![Icon]</td>
</tr>
</tbody>
</table>
# LISTENING

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
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</tr>
</tbody>
</table>

- **Face Speaker**
- **Pay Attention and Show Interest**
- **Keep Body Still**
- **Do not Interrupt**

**Overall Rating of Entire Skill Performance**

+ = independent/successful  
\( h \) = with help  
- = did not use skill or did incorrectly

### Ideas for Times to Use and Rate My Use of the Listening Skill

(Think about the Following Questions: **Who? When? Where?**)
“Listening” Activities

Starter and Intermediate Activity

1. The Facilitator passes around one index card to each student.
2. Each student writes a topic of particular interest to him/her on the index card.
3. All of the index cards are collected and shuffled together by Facilitator.
4. One student picks a card from the pile and whatever is written on the card becomes the topic of discussion.
5. A timer is set for 1 minute, and one member of the group is allowed to talk about that topic for the 1 minute until the time is up. The student who is speaking is given a special item to hold so that the group knows who is in the position to talk (e.g., small ball).

Alternative Versions of this Activity (Starter & Intermediate Activities)

● If students have difficulty talking about an idea that somebody else generated, then the person who wrote down the item on the card is the one who does the talking for that round.

● The card on the top of the pile becomes the topic of discussion for the speaker. Prior to the student talking, the Facilitator randomly sets the timer for a set amount of time (e.g., rings after 45 seconds; rings after 30 seconds; rings after 1 minute), and the student is allowed to talk about that topic until the timer goes off. Once it goes off, the next card in the pile is picked and another student has the opportunity to talk (note: the group will have varying amounts of time to talk about a specific subject depending on how long the timer is set).

● Prior to starting the game, the students are randomly divided into 2 groups. Throughout a 1 minute round, the Facilitator tallies each group’s “Listening” skills (earns 1 point) and absence of “Listening” (loses 1 point). The group with the most points at the end wins that round, and has the opportunity to choose the next index card.
- Instead of talking about the topics on the index cards, the students take turns reading out loud to the group from a comic book or joke book for a 1-minute duration. If preferred, the Facilitator can do the reading instead (and students rate the Facilitator; this is great for nonreaders).
**USES ON TOPIC LANGUAGE**

**Skill:** Uses On Topic Language (i.e., talks about what others are talking about) (Friendship Making/Keeping Skills)

**Materials/Staff/Peers:** (materials: “On Topic” social score cards; blank index cards; markers or pencils for writing; timer; role play props)

**Frequency/Length of Sessions:** (frequency/duration varies based on group)

**Instruction ~ Structured Learning:**

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. (1st suggestion from school staff)
    2. (2nd suggestion from school staff)
  - Group Discussion about what **Attention, Agreement, & Disagreement** look like when using “On Topic Language” (ideas generated by all students)
  - Behavioral Steps (task analysis of the actual skill):
    1. Use same topic when talking
    2. Face speaker
    3. Pay attention and show interest
    4. Keep body still
    5. Do not interrupt

- **Modeling** (*Facilitator* demonstration of how to perform skill ~ use an example from *Situation Identification* list)

- **Role Play** (each *Player & Coach* has a turn to physically go through the steps ~ use examples from *Situation Identification* lists generated by the group)

- **Performance Feedback & Reinforcement** (*Facilitator & Peer* opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)

**Related Activities:** (any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)
- “Staying on Topic” activities (see following page)

**Documentation:** (see student “On Topic” social score card)

**SAMPLE CUE CARD**

<table>
<thead>
<tr>
<th><strong>ON TOPIC LANGUAGE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Same Topic when Talking</td>
<td></td>
</tr>
<tr>
<td>Face Speaker</td>
<td></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
<td></td>
</tr>
<tr>
<td>Keep Body Still</td>
<td></td>
</tr>
<tr>
<td>Do not Interrupt</td>
<td></td>
</tr>
</tbody>
</table>
## SAMPLE SOCIAL SCORE CARDS

<table>
<thead>
<tr>
<th>Skill: On Topic Language</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Use Same Topic when Talking</td>
<td></td>
</tr>
<tr>
<td>Face Speaker</td>
<td></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
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<tr>
<td>Keep Body Still</td>
<td></td>
</tr>
<tr>
<td>Do not Interrupt</td>
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</tr>
</tbody>
</table>

± = independent/successful; p = prompted (w/help); - = did not use skill or did incorrectly
<table>
<thead>
<tr>
<th><strong>ON TOPIC LANGUAGE</strong></th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Same Topic when Talking</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Face Speaker</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>Keep Body Still</td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td>Do not Interrupt</td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
</tbody>
</table>
# Uses On Topic Language

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When?</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Use Same Topic when Talking</td>
<td></td>
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</tr>
<tr>
<td>Face Speaker</td>
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<tr>
<td>Pay Attention and Show Interest</td>
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<tr>
<td>Keep Body Still</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Do not Interrupt</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Overall Rating of Entire Skill Performance**

+ = independent/successful
- = did not use skill or did incorrectly
h = with help

---

**Ideas for Times to Use and Rate My Use of the On Topic Language Skill**

(Think about the Following Questions: Who? When? Where?)
“Uses On Topic Language” Activities

Starter and Intermediate Activity

1. The Facilitator passes around one index card to each student.
2. Each student writes a topic of particular interest to him/her on the index card.
3. All of the index cards are collected and shuffled together by Facilitator.
4. One student picks a card from the pile and whatever is written on the card becomes the topic of conversation for the group.
5. A timer is set for 2 minutes, and the group is directed to talk only about that topic for the 2 minutes until the time is up.
6. As necessary, the Facilitator encourages students to contribute to the conversation and to stay on topic with the discussion.

Alternative Versions of this Activity (Starter and Intermediate Activities)

1. If students do not easily contribute to the conversation (e.g., some students remain silent), the Facilitator randomly pass out labeled index cards to all members of the group, resulting in assignments to the role that each individual plays in the discussion. These cards will be labeled with questions that can be asked (who, what, where, when, why, how) and comments that can be made (I think; I know; etc.).

2. The card on the top of the pile becomes the topic of conversation for the group. At the beginning of that conversation, the Facilitator randomly sets the timer for a set amount of time (e.g., rings after 45 seconds; rings after 2 minutes; rings after 4 minutes; rings after 1 minute), and the group is required to talk about that topic until the ringer goes off. Once it goes off, the next card in the pile is picked and that becomes the topic of conversation (note: the group will have varying amounts of time to talk about a specific subject depending on how long the timer is set).
3. Prior to starting the game, the students are randomly divided into 2 groups. Throughout the 2 minutes, the Facilitator tallies each group’s “On Topic” (earns 1 point) and “Off Topic” (loses 1 point) comments and questions. The group with the most points at the end of each conversation wins that round.

Alternative Activities (Intermediate Activities)

1. “Guess Who” Game: The students are divided into pairs. Each pair conducts “guess who” game. One partner pretends to be someone famous and the other partner has to guess who it is by asking related questions.
   a. Another Option: The students could also be divided up into groups of three to complete this activity. The first two students play the roles identified above (one pretending to be someone famous and the other asking the related questions), and the third student’s role is to observe and maintain a tally of anytime either partner uses “off topic language”.

2. “Mock Interview”: The students are divided into pairs. One partner identifies him/herself as a famous person, and the other partner has to interview that person.
   a. Another Option: The students could also be divided up into groups of three to complete this activity. The first two students play the roles identified above (one being the famous person and the other conducting the interview), and the third student’s role is to observe and maintain a tally of anytime either partner uses “off topic language”.

3. Additional Consideration: (during role plays and/or the above-listed activities) students could take turns completing these activities in front of the group. The rest of the group members are assigned as “observers”. Half of the “observers” are privately (this could be done in writing or verbally) given the name of another “observer”. The
student then needs to pay attention and rate how well the other student did “observing” the role play/interview/guessing game. Note: those “observing” the fellow “observers” should not be identified as targets of “observation” (thus, resulting in ½ of the students being targeted as “observers” to rate another “observer”).
**CONVERSATIONS**

**Skill:** Conversations (Friendship Making/Keeping Skills)

**Materials/Staff/Peers:** (materials: “Conversation” social score cards; blank index cards; task card with directions/information; small items such as paperclips; timer; role play props)

**Frequency/Length of Sessions:** (*frequency/duration varies based on group*)

**Instruction ~ Structured Learning:**

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. *(1st suggestion from school staff)*
    2. *(2nd suggestion from school staff)*
  - Group Discussion about what *Listening* looks like when interacting with others (ideas generated by all students)
  - Behavioral Steps (task analysis of the actual skill):
    1. Face other person when he/she talks
    2. Pay attention and show interest
    3. Keep body still
    4. Do not interrupt
    5. Face other person when you talk
    6. Use on-topic language
    7. Talk for at least 2 turns
    8. Smile when ending

- **Modeling** (*Facilitator* demonstration of how to perform skill ~ use an example from *Situation Identification* list)

- **Role Play** (each *Player & Coach* has a turn to physically go through the steps ~ use examples from *Situation Identification* lists generated by the group)

- **Performance Feedback & Reinforcement** (*Facilitator & Peer* opportunity to provide all with corrective feedback ~ what was performed accurately & what needs improvement)
**Related Activities:** (any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)

- “Conversation” Activities (see following pages)

**Documentation:** (see student “Conversation” social score card – highlight applicable steps)

### SAMPLE CUE CARD

<table>
<thead>
<tr>
<th>Conversation Skill</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face Other Person when He/She Talks</td>
<td><img src="image1" alt="Illustration" /></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
<td><img src="image2" alt="Illustration" /></td>
</tr>
<tr>
<td>Keep Body Still</td>
<td><img src="image3" alt="Illustration" /></td>
</tr>
<tr>
<td>Do not Interrupt</td>
<td><img src="image4" alt="Illustration" /></td>
</tr>
<tr>
<td>Face Other Person when You Talk</td>
<td><img src="image5" alt="Illustration" /></td>
</tr>
<tr>
<td>Use On-Topic Language</td>
<td><img src="image6" alt="Illustration" /></td>
</tr>
</tbody>
</table>
| Talk for at Least 2 Turns | 1. ![Illustration](image7)  
2. ![Illustration](image8) |
| Smile when Ending | ![Illustration](image9) |
### SAMPLE SOCIAL SCORE CARDS

<table>
<thead>
<tr>
<th>Skill: Conversations</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Face Other Person</td>
<td></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
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<tr>
<td>Keep Body Still</td>
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<th>CONVERSATIONS</th>
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<tbody>
<tr>
<td><strong>Face Other Person</strong></td>
<td>![Icon]</td>
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<tr>
<td><strong>Talk for at Least 2 Turns</strong></td>
<td>![Icon]</td>
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<tr>
<td><strong>Smile when Ending</strong></td>
<td>![Icon]</td>
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</tbody>
</table>
## CONVERSATIONS

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Who?</td>
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<tr>
<td>When?</td>
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<tr>
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<td>![Image]</td>
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<td>Pay Attention and Show Interest</td>
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<td>![Image]</td>
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<tr>
<td>Smile when Ending</td>
<td>![Image]</td>
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</tr>
</tbody>
</table>

### Overall Rating of Entire Skill Performance

- * = independent/successful
- h = with help
- - = did not use skill or did incorrectly

---

### Ideas for Times to Use and Rate My Use of the Conversation Skill

(Think about the Following Questions: **Who? When? Where?**)
“Conversation” Activities

Note: The skills involved with conversations involve multiple steps depending on which part of a conversation is the target of instruction. As opposed to separating out each component and teaching it in isolation as a separate task analysis, these components are taught together, as one more complex task analysis. When teaching the skill of conversation, it is suggested that the applicable steps be highlighted – in discussion and on the cue cards. For example, when teaching “keeping a conversation going,” highlight the step of “talk for at least two turns.” The emphasis of the group discussion and role play will be on that specific step.

Starter and Intermediate Activity

1. Students are divided up into pairs. The Facilitator passes around one card to each student in the pair with a designated role written on that card: either conversation starter or conversation ender. The students hold onto these cards.
2. The Facilitator also passes around a blank index card to each student and instructs the students to write down a topic of conversation on that card.
3. All of the index cards are collected and shuffled together by Facilitator.
4. One student picks a card from the pile and whatever is written on the card becomes the topic of discussion for that pair.
5. The Facilitator then gives each pair a few paperclips – or, any other small item. The number of items given is the number of “talking turns” required by the pair. In other words, if the pair is given three paperclips, then each student must take three turns in the conversation.

Alternative Versions of this Activity (Intermediate Activities)

1. The students are broken up into groups of three. Therefore, the Facilitator passes around one card to each student: with a designated role written on that card either conversation
starter, conversation ender, or keep the conversation going. The above-listed steps are followed.

2. Prior to the conversation starter initiating the conversation, the Facilitator randomly sets a timer for a set amount of time (e.g., rings after 45 seconds; rings after 30 seconds; rings after 1 minute), and the student is allowed to talk about that topic until the timer goes off. Once it goes off, the next card in the pile is picked and another student has the opportunity to talk (note: the group will have varying amounts of time to talk about a specific subject depending on how long the timer is set).

3. During the above-described practice of conversations, each student is also assigned specific tasks to accomplish during the conversation. These tasks are written on cards and provided to each student at the start of the activity. Examples of these types of tasks include: ask two questions, make a comment about something that happened to you today, make a statement about something you like to do.

4. Related to above-listed Version #3, once Compliments have been introduced, then this skill added as a specific task during the conversation.

5. Include discussion with students about “way you speak” (e.g., tone and attitude) and “way you stand” (e.g., posture) can impact the outcomes of the conversation (e.g., whether another person would want to continue to participate in the conversation).

6. Expanding Conversation Skills by including discussion and role play specific to the various components of conversation:
   a. Responding to initiations
   b. Initiating conversations
   c. Keeping the conversation going
   d. Joining in a conversation
   e. Ending a conversation

Using the Conversation task analysis as a platform for discussion, revise the task analysis as a group to create versions that outline in greater detail above-listed skills
a-e. This could be accomplished as a group, or students could be broken up into pairs or smaller groups (e.g., 3-4 students) to complete this task.

7.
Conversations/Interactions within Context of Activities

- Pair up the students
- Each pair should then write down two examples of true school-based activities in which he/she has an opportunity for a conversation
  - samples of activities include: playing a board game, playing a sports game, completing a pairs or group project together in class
- Have each pair role play one of the scenarios including how to use the “conversation cue card” during the activity
8. **Interactions that are not Conversations**

- It would be important to discuss that not all interactions are conversations; there are interactions that involve language but are not conversations.

- For example, when playing a board game, two individuals might periodically say something to each other (e.g., “your turn”) but might not actually carry on a conversation while playing the game.

<table>
<thead>
<tr>
<th>VERBAL INTERACTIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Face Other Person when He/She Talks</td>
<td><img src="Image" alt="Diagram" /></td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
<td><img src="Image" alt="Diagram" /></td>
</tr>
<tr>
<td>Keep Body Still or Keep Doing what You were Doing</td>
<td><img src="Image" alt="Diagram" /></td>
</tr>
<tr>
<td>Do not Interrupt</td>
<td><img src="Image" alt="Diagram" /></td>
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<tr>
<td>Use On-Topic Language</td>
<td><img src="Image" alt="Diagram" /></td>
</tr>
<tr>
<td>Smile when Ending</td>
<td><img src="Image" alt="Diagram" /></td>
</tr>
</tbody>
</table>
- And, there are interactions that do not even involve language
- For example, when playing a board game, two individuals might periodically look at each other to communicate a nonverbal message (e.g., “your turn” as indicated by a hand gesture and raised eyebrows) but might not actually use any verbal language while playing the game

<table>
<thead>
<tr>
<th>NONVERBAL INTERACTIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Face Other Person</td>
<td>![Image]</td>
</tr>
<tr>
<td>Pay Attention &amp; Show Interest</td>
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</tr>
<tr>
<td>Keep Body Still or Keep Doing what You were Doing</td>
<td>![Image]</td>
</tr>
<tr>
<td>Smile when Ending</td>
<td>![Image]</td>
</tr>
</tbody>
</table>
# COMPLIMENTS

**Skill:** Compliments (Friendship Making/Keeping Skills)

**Materials/Staff/Peers:** (materials: “Compliments” social score cards; role play props)

**Frequency/Length of Sessions:** (frequency/duration varies based on group)

### Instruction ~ Structured Learning:

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. *(1st suggestion from school staff)*
    2. *(2nd suggestion from school staff)*
  - Group Discussion about what **Listening** looks like when interacting with others (ideas generated by all students)
  - Behavioral Steps (task analysis of the actual skill):
    - **Give Compliment:**
      1. Look at other person
      2. Decide what you like about him/her
      3. Tell him/her in friendly way
    - **Accept Compliment:**
      1. Look at other person
      2. Listen to his/her words
      3. Smile and say “thanks”

- **Modeling** (*Facilitator* demonstration of how to perform skill ~ use an example from **Situation Identification** list)

- **Role Play** (each **Player & Coach** has a turn to physically go through the steps ~ use examples from **Situation Identification** lists generated by the group)

- **Performance Feedback & Reinforcement** (*Facilitator & Peer* opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)

**Related Activities:** (any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)

- “Compliments” activities (see following pages)
Documentation: (see student “Compliments” social score card)

**SAMPLE CUE CARD**

<table>
<thead>
<tr>
<th><strong>COMPIMENTIN G OTHERS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at Other Person</td>
<td><img src="image1" alt="Image" /></td>
</tr>
<tr>
<td>Decide What You Like about Him/Her</td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td>Tell Him/Her in Friendly Way</td>
<td><img src="image3" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ACCEPTING A COMPLIMENT</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at Other Person</td>
<td><img src="image4" alt="Image" /></td>
</tr>
<tr>
<td>Listen to His/Her Words</td>
<td><img src="image5" alt="Image" /></td>
</tr>
<tr>
<td>Smile and Say “Thanks”</td>
<td><img src="image6" alt="Image" /></td>
</tr>
</tbody>
</table>
# SAMPLE SOCIAL SCORE CARDS

<table>
<thead>
<tr>
<th>Skill: Complimenting Others</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Look at Other Person</td>
<td></td>
</tr>
<tr>
<td>Decide What You Like about Him/Her</td>
<td></td>
</tr>
<tr>
<td>Tell Him/Her in Friendly Way</td>
<td></td>
</tr>
</tbody>
</table>

+ = independent/successful; p = prompted (w/help); - = did not use skill or did incorrectly
<table>
<thead>
<tr>
<th>Skill: Accepting a Compliment</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>Look at Other Person</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>Listen to His/Her Words</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>Smile &amp; Say “Thanks”</strong></td>
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</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
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</tr>
</tbody>
</table>

± = independent/successful; p = prompted (w/help); − = did not use skill or did incorrectly
<table>
<thead>
<tr>
<th><strong>COMPLIMENTING OTHERS</strong></th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at Other Person</td>
<td>[Image]</td>
</tr>
<tr>
<td>Decide What You Like about Him/Her</td>
<td>[Image]</td>
</tr>
<tr>
<td>Tell Him/Her in Friendly Way</td>
<td>[Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ACCEPTING A COMPLIMENT</strong></th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at Other Person</td>
<td>[Image]</td>
</tr>
<tr>
<td>Listen to His/Her Words</td>
<td>[Image]</td>
</tr>
<tr>
<td>Smile and Say “Thanks”</td>
<td>[Image]</td>
</tr>
</tbody>
</table>
### COMPLIMENTING OTHERS

**Week of:**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

**Who?**

**When?**

<table>
<thead>
<tr>
<th>Look at Other Person</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Decide What You Like about Him/Her</th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Tell Him/Her in Friendly Way</th>
<th></th>
</tr>
</thead>
</table>

**Overall Rating of Entire Skill Performance**

- (+): independent/successful
- (h): with help
- (-): did not use skill or did incorrectly

#### Ideas for Times to Use and Rate My Use of the Compliments Skill

(Think about the Following Questions: **Who? When? Where?**)

---

(Numbers and images not legible)
### ACCEPTING A COMPLIMENT

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Look at Other Person**
- **Listen to His/Her Words**
- **Smile & Say “Thanks”**

### Overall Rating of Entire Skill Performance

- *: independent/successful
- h: with help
- -: did not use skill or did incorrectly

### Ideas for Times to Use and Rate My Use of the Compliments Skill

(Think about the Following Questions: Who? When? Where?)
“Compliments” Activities

Starter and Intermediate Activity

1. Have students sit in a circle.
2. The Facilitator will start by using Compliment skill on a student to right.
3. That student will then use skill on student to his/her right.
4. Students will go around circle until all students have opportunity to participate.
5. Next: do this activity by assigning certain Compliment categories: appearance (e.g., haircut, clothes); ability (e.g., good athlete); actions (e.g., helpful, friendly)
   - For example, the whole group could do appearance compliment; then ability compliment
   - Another option would be that students could pick their compliment category
   - Categories could also be written on index cards and randomly given to students
   - Note: giving an appearance compliment is easiest to learn and (most often) should be the first type of compliment taught

Alternative Versions of this Activity (Intermediate Activities)

1. Another Option: cards could be labeled relative to “use sincere voice” and “insincere voice” so that students can practice providing a sincere compliment
2. Pairs Activity: break students up into pairs; student #1 uses compliment on student #2; then student #2 uses a compliment on student #1; students keep going back/forth for a set amount of time
3. Small Group: break students up into groups of three, and the 3rd student times the pair and counts the number of compliments given; the team with the highest number (for the set amount of time) is the winning team (the purpose of this is for the students to become fluent/at ease with providing compliments)
### OFFERING HELP

**Skill:** Offering Help (Friendship Making/Keeping Skills)

**Materials/Staff/Peers:** (materials: “Offering Help” social score cards; role play props)

**Frequency/Length of Sessions:** (frequency/duration varies based on group)

#### Instruction ~ Structured Learning:
- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. (1st suggestion from school staff)
    2. (2nd suggestion from school staff)
  - Group Discussion about what Listening looks like when interacting with others (ideas generated by all students)
  - Behavioral Steps (task analysis of the actual skill):
    1. Look at other person
    2. Decide if she/he needs help
    3. Offer with a friendly voice
- **Modeling** (*Facilitator* demonstration of how to perform skill ~ use an example from Situation Identification list)
- **Role Play** (each *Player & Coach* has a turn to physically go through the steps ~ use examples from Situation Identification lists generated by the group)
- **Performance Feedback & Reinforcement** (*Facilitator & Peer* opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)

#### Related Activities:
- “Offering Help” activities (see following pages)

#### Documentation:
- (see student “Offering Help” social score card)
SAMPLE CUE CARD

<table>
<thead>
<tr>
<th>Skill: Offering Help</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Look at Other Person</td>
<td></td>
</tr>
<tr>
<td>Decide If She/He Needs Help</td>
<td></td>
</tr>
<tr>
<td>Offer it in a Friendly Way</td>
<td></td>
</tr>
</tbody>
</table>

SAMPLE SOCIAL SCORE CARDS
OFFERING HELP

<table>
<thead>
<tr>
<th>Look at Other Person</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide If He/She Needs Help</td>
<td>?</td>
</tr>
<tr>
<td>Offer it in a Friendly Way</td>
<td>?</td>
</tr>
</tbody>
</table>

OFFERING HELP

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Look at Other Person</td>
<td>![Image]</td>
<td>?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Decide If He/She Needs Help</td>
<td>![Image]</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer it in Friendly Way</td>
<td>![Image]</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Rating of Entire Skill Performance

\[+ = \text{independent/successful}; \quad p = \text{prompted (w/help)}; \quad - = \text{did not use skill or did incorrectly}\]
Ideas for Times to Use and Rate My Use of the Offering Help Skill

(Think about the Following Questions: Who? When? Where?)
“Offering Help” Activities

Starter and Intermediate Activities

1. Use the role play and cue cards to practice a variety of scenarios of when help might be needed (based on suggestions generated during initial discussion). Scenarios include those involving:
   ● physical assistance (e.g., picking up dropped materials)
   ● academic assistance (e.g., answering a difficult question on an in-class assignment)
   ● social assistance (e.g., responding to a classmate who is being disrespectful)

2. Pass out index cards and have students write down examples of when these categories of assistance would be needed at school: physical, academic, social
   ● Collect the cards and shuffle them and then randomly pass them out again to the students.
   ● Students take turns role playing the scenarios; peers need to identify which category of assistance is being provided

3. Expansion of Above-listed Activity
   ● Have students continue to practice role plays with “peer refusal” to accept assistance; brainstorm how to respond to such situations.
## READING OTHERS

**Skill:** Reading Others: Happy, Sad, Mad, Scared - in addition to more sophisticated emotions (Emotional Regulation Skills)

**Materials/Staff/Peers:** (materials: “Reading Others” social score cards; mirrors; magazine pictures; emotions list; video recording equipment; role play props)

**Frequency/Length of Sessions:** (frequency/duration varies based on group)

### Instruction – Structured Learning:

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification: (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. (*1st suggestion from school staff*)
    2. (*2nd suggestion from school staff*)

- **Behavioral Steps** (task analysis of the actual skill):
  1. Watch the person (posture, facial expression)
  2. Listen to the person (voice tone, words)
  3. Name what you think the person is feeling

- **Modeling** (*Facilitator demonstration of how to perform skill ~ use an example from Situation Identification list*)

- **Role Play** (each *Player & Coach* has a turn to physically go through the steps ~ use examples from *Situation Identification* lists generated by the group)

- **Performance Feedback & Reinforcement** (*Facilitator & Peer* opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)

### Related Activities:

- (any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)
  - “Reading others” activities (see following pages)

### Documentation:

- (see student “Reading Others” social score card)
## SAMPLE CUE CARD

### READING OTHERS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch the person – body &amp; face</td>
<td>![Eye icon]</td>
</tr>
<tr>
<td>Listen to person – tone &amp; words</td>
<td>![Ear icon]</td>
</tr>
<tr>
<td>Name what you think is the feeling</td>
<td>![Speech bubble icon]</td>
</tr>
</tbody>
</table>

Sample cue card for reading others' emotions, focusing on body language, tone, and words, and identifying felt emotions.
## SAMPLE SOCIAL SCORE CARDS

<table>
<thead>
<tr>
<th>Skill: Reading Others</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

- **Watch Person** (body/face)
- **Listen to Person** (voice tone, words)
- **Name what Person Might be Feeling**

± = independent/successful; p = prompted (w/help); _ = did not use skill or did incorrectly

### READING OTHERS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Watch the person - body &amp; face</td>
<td>[Image]</td>
</tr>
<tr>
<td>Listen to person - tone &amp; words</td>
<td>[Image]</td>
</tr>
<tr>
<td>Name what you think is the feeling</td>
<td>[Image]</td>
</tr>
</tbody>
</table>
### READING OTHERS

<table>
<thead>
<tr>
<th>Week of:</th>
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</tbody>
</table>

**Who?**

**When?**

- **Watch the Person (body & face)**
  - [Image of eyes]

- **Listen to Person (tone & words)**
  - [Image of mouth]

- **Name what you Think is the Feeling**
  - [Image of thinking]

**Overall Rating of Entire Skill Performance**

- `+` = independent-successful
- `-` = did not use skill or did incorrectly
- `h` = with help

### Ideas for Times to Use and Rate My Use of the Reading Others Skill

(Think about the Following Questions: **Who? When? Where?**)
# READING SELF

**Skill:** Reading Self: Happy, Sad, Mad, Scared - in addition to more sophisticated emotions (Emotional Regulation Skills)

**Materials/Staff/Peers:** (materials: “Reading Self” social score cards; index cards; mirrors; magazine pictures; video recording materials; role play props)

**Frequency/Length of Sessions:** *(frequency/duration varies based on group)*

**Instruction ~ Structured Learning:**
- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification: (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. *(1st suggestion from school staff)*
    2. *(2nd suggestion from school staff)*

- Behavioral Steps (task analysis of the actual skill):
  1. Identify what I look like (posture, facial expression)
  2. Identify how I sound (voice tone, words)
  3. Name what I think I am feeling

- **Modeling** *(Facilitator demonstration of how to perform skill ~ use an example from Situation Identification list)*

- **Role Play** *(each Player & Coach has a turn to physically go through the steps ~ use examples from Situation Identification lists generated by the group)*

- **Performance Feedback & Reinforcement** *(Facilitator & Peer opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)*

**Related Activities:** *(any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)*
- “Reading self” activities (see following pages)
**Documentation:** (see student “Reading Self” social score card)

**SAMPLE CUE CARD**

<table>
<thead>
<tr>
<th>READING SELF</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I look like?</td>
<td>[Eye emoji]</td>
</tr>
<tr>
<td>How do I sound?</td>
<td>[Head with a question mark]</td>
</tr>
<tr>
<td>Name what I am feeling</td>
<td>[Heart with a arrow]</td>
</tr>
</tbody>
</table>
### SAMPLE SOCIAL SCORE CARDS

<table>
<thead>
<tr>
<th>Skill: Reading Self</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>What do I look like?</td>
<td></td>
</tr>
<tr>
<td>How do I sound?</td>
<td></td>
</tr>
<tr>
<td>Name what I am feeling</td>
<td></td>
</tr>
</tbody>
</table>

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**READING SELF**

<table>
<thead>
<tr>
<th>What do I look like?</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I sound?</td>
<td></td>
</tr>
<tr>
<td>Name what I am feeling</td>
<td></td>
</tr>
</tbody>
</table>

• ✌️
# READING SELF

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
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<td></td>
<td></td>
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<tr>
<td>When?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do I look like?</td>
<td>📝</td>
<td>📝</td>
<td>💭</td>
<td>🎨</td>
<td>🎨</td>
</tr>
<tr>
<td>How do I sound?</td>
<td>🎤</td>
<td>🎤</td>
<td>💮</td>
<td>🎤</td>
<td>🎤</td>
</tr>
<tr>
<td>Name what I am Feeling</td>
<td>🙏</td>
<td>🙏</td>
<td>🙏</td>
<td>🙏</td>
<td>🙏</td>
</tr>
</tbody>
</table>

**Overall Rating of Entire Skill Performance**

- + = independent/successful
- h = with help
- - = did not use skill or did incorrectly

---

**Ideas for Times to Use and Rate My Use of the Reading Self Skill**

(Think about the Following Questions: **Who? When? Where?**)

---

- 📝 📝 💭 🎨 🎨
- 🎤 🎤 💮 🎤 🎤
- 🙏 🙏 🙏 🙏 🙏
“Reading Others” & “Reading Self” Activities

EMOTIONS LIST
- Happy: content; satisfied; amused; ecstatic; happy
- Sad: disappointed; lonely; hurt; grieving; depressed; sad
- Angry: frustrated; irritated; enraged; angry
- Afraid: cautious; anxious; worried; frightened; terrified; afraid

1. Counting with Emotion (Starter and Intermediate Activities)
   - each student has the opportunity to count to 10 in with an emotion chosen from list & others guess the emotion (they could choose the emotion themselves or you could assign emotions ~ write a separate emotion out on an index card and provide each student with an index card)
     o whole group could guess or
     o student to right or left of student could guess
     o counter uses the “reading self” cue card and the rest of the group uses the “reading others” cue card
     o note: if students have difficulty identifying the emotion, the counter could use one of the broad categories only (e.g., afraid, angry, etc.) or the counter could identify which category the emotions falls under and the students could guess within that category

2. Magazine Collages (Starter and Intermediate Activities)
   - provide the group with a variety of magazines and support them with making collages specific to facial expressions; for example, one student could be assigned to create a “happy” collage, and another student is assigned to create a “sad” collage; another option is to break the students up into pairs or small groups, and the students create a larger collage together
   - once the collages are completed, students can share their creation with the group, explaining their thoughts about why the chosen pictures represent the specific assigned emotion; spend time both talking about “reading others” (e.g., what in the picture resulted
in the student identifying a specific emotion) as well as “reading self” (e.g., what in the picture can the student personally associate with that emotion).

3. **Charades (Starter and Intermediate Activities)**
   - each student writes an emotion on an index card (or draws a picture of one of the emotions ~ the student also writes an action verb on another index card (again, the action could be drawn instead)
   - the facilitator collects all the cards and shuffles in two piles: one of verbs & one of emotions
   - students take turns picking two cards & acting out the scene (e.g., “angry swimming”, “happy walking”)
   - the rest of the group guesses the emotion (they can also have fun guessing the action)

4. **Emotions within Personal Experiences**
   - Pair up the students
   - Each pair should then write down two examples of true school-based experiences in which he/she has experienced one of the emotions
     - Note: it would be valuable to embed the experience of being “teased” into this instruction
   - Have each pair role play one of the scenarios
   - The rest of the group is responsible for guessing the emotion

5. **Videotape Analysis from “Popular” Television Programs (Intermediate Activities)**
   - **Version #1**: watch videotape segment (1-2 minutes) with volume on and students identify emotion by referencing the emotion chart
   - **Version #2**: watch videotape segment (1-2 minutes) with volume off and students identify emotion by referencing the emotion chart
• **Version #3:** break up the group into 2 teams, each team can come up with their own team name, and each team (as a group) watches the segment and identifies the emotion; in other words, one team has a turn to identify an emotion, then the other team, and they rotate back/forth (if appropriate for the group, you could tally scores on the flipchart)

• **Note:** if students become too loud with shouting out/providing answers, have them write their answers on index cards
  
  o Students could also be allowed to write 1st & 2nd guess on the card and then discuss the most appropriate match for the actor or actress
**READING OTHERS & RESPONDING TO EMOTIONS**

**Skill:** Reading Others & Responding to those Emotions

**Materials/Staff/Peers:** (materials: “Reading Others and Responding” social score cards; index cards; cartooning template; video recording materials; role play props)

**Frequency/Length of Sessions:** *(frequency/duration varies based on group)*

**Instruction ~ Structured Learning:**

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification: (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. *(1st suggestion from school staff)*
    2. *(2nd suggestion from school staff)*
  - Behavioral Steps (task analysis of the actual skill):
    1. Watch the person (posture, facial expression)
    2. Listen to the person (voice tone, words)
    3. Name what you think the person is feeling
    4. Identify a strategy
    5. Follow through with strategy
  - **Modeling** (*Facilitator* demonstration of how to perform skill ~ use an example from *Situation Identification* list)
  - **Role Play** (each *Player & Coach* has a turn to physically go through the steps ~ use examples from *Situation Identification* lists generated by the group)
  - **Performance Feedback & Reinforcement** (*Facilitator & Peer* opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)

**Related Activities:** *(any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)*

- “Reading others and responding” activities (see following pages)

**Documentation:** *(see student “Reading Others & Responding” social score card)*
### SAMPLE CUE CARD

#### READING OTHERS & RESPONDING

<table>
<thead>
<tr>
<th>Action</th>
<th>Icon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch the person – body &amp; face</td>
<td>🕶️</td>
</tr>
<tr>
<td>Listen to person – tone &amp; words</td>
<td>🎤</td>
</tr>
<tr>
<td>Name what you think is the feeling</td>
<td>🗣️</td>
</tr>
<tr>
<td>Pick a strategy</td>
<td>😊</td>
</tr>
<tr>
<td>Follow through with strategy</td>
<td>🔄</td>
</tr>
</tbody>
</table>
### SAMPLE SOCIAL SCORE CARDS

<table>
<thead>
<tr>
<th>Skill: Reading Others &amp; Responding</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Watch Person (body/face)</td>
<td></td>
</tr>
<tr>
<td>Listen to Person (voice tone, words)</td>
<td></td>
</tr>
<tr>
<td>Name what Person Might be Feeling</td>
<td></td>
</tr>
<tr>
<td>Pick a Strategy</td>
<td></td>
</tr>
<tr>
<td>Follow through with Strategy</td>
<td></td>
</tr>
</tbody>
</table>

± = independent/successful; p = prompted (w/help); - = did not use skill or did incorrectly
**READING OTHERS & RESPONDING**

<table>
<thead>
<tr>
<th></th>
<th><img src="image" alt="Image" /></th>
<th><img src="image" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Watch the person - body &amp; face</strong></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td><strong>Listen to person - tone &amp; words</strong></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td><strong>Name what you think is the feeling</strong></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td><strong>Pick a strategy</strong></td>
<td><img src="image" alt="Image" /></td>
<td><img src="image" alt="Image" /></td>
</tr>
<tr>
<td><strong>Follow through with strategy</strong></td>
<td><img src="image" alt="Image" /></td>
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</tr>
</tbody>
</table>
**READING OTHERS & RESPONDING**

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
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<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Watch the Person (body &amp; face)</td>
<td>![Eye Emoji]</td>
<td>![Eye Emoji]</td>
<td>![Eye Emoji]</td>
<td>![Eye Emoji]</td>
<td>![Eye Emoji]</td>
</tr>
<tr>
<td>Listen to Person (tone &amp; words)</td>
<td>![Mouth Emoji]</td>
<td>![Mouth Emoji]</td>
<td>![Mouth Emoji]</td>
<td>![Mouth Emoji]</td>
<td>![Mouth Emoji]</td>
</tr>
<tr>
<td>Name what you Think is the Feeling</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
</tr>
<tr>
<td>Pick a Strategy</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
</tr>
<tr>
<td>Follow through with Strategy</td>
<td>![Smiley Face]</td>
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<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
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<tr>
<td>Overall Rating of Entire Skill Performance</td>
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</tr>
</tbody>
</table>

* = independent/successful
h = with help
- = did not use skill or did incorrectly

**Ideas for Times to Use & Rate My Use of Reading Others & Responding Skill**

(Think about the Following Questions: Who? When? Where?)
# READING SELF & RESPONDING TO EMOTIONS

**Skill:** Reading Self: Happy, Sad, Mad, Scared - in addition to more sophisticated emotions (Emotional Regulation Skills)

**Materials/Staff/Peers:** (materials: “Reading self and responding” social score cards; index cards; cartooning template; video recording materials; role play props)

**Frequency/Length of Sessions:** *(frequency/duration varies based on group)*

## Instruction ~ Structured Learning:

- **Didactic Instruction** (verbal/pictorial explanation of skill steps)
  - Situation Identification: (provide 2 examples of when to use the skill & then generate additional ideas from group):
    1. *(1st suggestion from school staff)*
    2. *(2nd suggestion from school staff)*

- **Behavioral Steps** (task analysis of the actual skill):
  1. Identify what I look like (posture, facial expression)
  2. Identify how I sound (voice tone, words)
  3. Name what I think I am feeling
  4. Identify a strategy
  5. Follow through with strategy

- **Modeling** *(Facilitator demonstration of how to perform skill ~ use an example from Situation Identification list)*

- **Role Play** *(each Player & Coach has a turn to physically go through the steps ~ use examples from Situation Identification lists generated by the group)*

- **Performance Feedback & Reinforcement** *(Facilitator & Peer opportunity to provide all students with corrective feedback ~ what was performed accurately & what needs improvement)*

## Related Activities:
*(any suggested activities to facilitate the acquisition, performance, generalization, and maintenance of the target skill during the group session)*

- “Reading self and responding” activities (see following pages)
### Documentation:
(see student “Reading Self & Responding” social score card)

**SAMPLE CUE CARD**

<table>
<thead>
<tr>
<th>READING SELF &amp; RESPONDING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I look like?</td>
<td>😢</td>
</tr>
<tr>
<td>How do I sound?</td>
<td>😫</td>
</tr>
<tr>
<td>Name what I am feeling</td>
<td>😢</td>
</tr>
<tr>
<td>Pick a strategy</td>
<td>😊</td>
</tr>
<tr>
<td>Follow through with strategy</td>
<td>🧪</td>
</tr>
</tbody>
</table>
**SAMPLE SOCIAL SCORE CARDS**

<table>
<thead>
<tr>
<th>Skill: Reading Self &amp; Responding</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>![Expression]</td>
<td></td>
</tr>
<tr>
<td><strong>What do I look like?</strong></td>
<td></td>
</tr>
<tr>
<td>![Expression]</td>
<td></td>
</tr>
<tr>
<td><strong>How do I sound?</strong></td>
<td></td>
</tr>
<tr>
<td>![Expression]</td>
<td></td>
</tr>
<tr>
<td><strong>Name what I am feeling</strong></td>
<td></td>
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<tr>
<td>![Expression]</td>
<td></td>
</tr>
<tr>
<td><strong>Pick a Strategy</strong></td>
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<tr>
<td>![Expression]</td>
<td></td>
</tr>
<tr>
<td><strong>Follow through with Strategy</strong></td>
<td></td>
</tr>
<tr>
<td>![Expression]</td>
<td></td>
</tr>
</tbody>
</table>

± = independent/successful; p = prompted (w/help); - = did not use skill or did incorrectly

*Example:*
- Date: (Date)
- What do I look like?: (Expression)
- How do I sound?: (Expression)
- Name what I am feeling: (Expression)
- Pick a Strategy: (Expression)
- Follow through with Strategy: (Expression)
<table>
<thead>
<tr>
<th>READING SELF &amp; RESPONDING</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I look like?</td>
<td>![Eye emoji]</td>
</tr>
<tr>
<td>How do I sound?</td>
<td>![Headphones emoji]</td>
</tr>
<tr>
<td>Name what I am feeling</td>
<td>![Speech bubble emoji]</td>
</tr>
<tr>
<td>Pick a strategy</td>
<td>![Smiley face emoji]</td>
</tr>
<tr>
<td>Follow through with strategy</td>
<td>![Hand emoji]</td>
</tr>
<tr>
<td>Week of:</td>
<td>Mon</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
</tr>
<tr>
<td>Who?</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>What do I look like?</td>
<td></td>
</tr>
<tr>
<td>How do I sound?</td>
<td></td>
</tr>
<tr>
<td>Name what I am Feeling</td>
<td></td>
</tr>
<tr>
<td>Pick a Strategy</td>
<td></td>
</tr>
<tr>
<td>Follow through with Strategy</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating of Entire Skill Performance**

- = independent/successful
- = did not use skill or did incorrectly

h = with help

**Ideas for Times to Use & Rate My Use of Reading Self & Responding Skill**

(Think about the Following Questions: Who? When? Where?)
“Reading Others & Responding” & “Reading Self & Responding” Activities

1. **Note:** these (starter and intermediate) activities are done as follow-up activities to the “reading others” and “reading self” activities.
   - For each target emotion, each student writes down one event/activity/situation/etc. that may result in that feeling (without naming specific names of classmates if applicable)
   - Each student then should write a good solution and a “not so good” solution to the situation
   - Each student is then provided an opportunity to role play the situation identified twice: the good solution and the “not so good” solution
   - When students conduct the role play, they do not inform peers which type of solution they are demonstrating; the group should guess which type of solution it is (the game show format described in Appendix B is well suited for these role plays)

2. **Alternative Version** (Intermediate Activity)
   - Students only model a “not so good” solution
   - The group then provides suggestions of a “good solution”
   - Praise, bonus points, etc. are provided to any student who had written down a “good solution” that the group suggests as well

3. **Cartooning** (Intermediate Activity)
   - In addition to writing down suggestions for solutions, students can also “cartoon” (or draw out) their solutions; peers can identify which solutions are most likely to result in successful management of the emotion
4.
Emotions within Personal Experiences (Starter & Intermediate Activities)

- Pair up the students
- Each pair should then write down two examples of true school-based experiences in which he/she has experienced one of the emotions & what the solution/strategy was (an emotion could be assigned or each pair could pull an emotion “out of a hat”)
- Have each pair role play one of the scenarios including the response to the emotion
- The rest of the group is responsible for guessing the emotion & identifying the strategy

Specific, Additional Skills

- It would be valuable to embed the following experiences into the instruction as these are common experiences for students that will typically result in an emotional response. Sample cue cards are included here. Note that many of the steps are similar across the skills. What varies will be the types of strategies that the students identify.
  - being “teased” & what to do about that

<table>
<thead>
<tr>
<th>BEING TEASED</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Emotion Icons]</td>
</tr>
<tr>
<td><strong>What is happening?</strong></td>
</tr>
<tr>
<td>![Confused Face]</td>
</tr>
<tr>
<td><strong>Decide if this is OK</strong></td>
</tr>
<tr>
<td>![Sad Face]</td>
</tr>
<tr>
<td><strong>Name what I am feeling</strong></td>
</tr>
<tr>
<td>![Crying Face]</td>
</tr>
<tr>
<td><strong>Pick a strategy</strong></td>
</tr>
<tr>
<td>![Happy Face]</td>
</tr>
<tr>
<td><strong>Follow through with strategy</strong></td>
</tr>
<tr>
<td>![Thinking Face]</td>
</tr>
</tbody>
</table>
- accepting feedback (e.g., criticism and/or correction) from others

<table>
<thead>
<tr>
<th>ACCEPTING FEEDBACK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to other person</td>
<td>![Image]</td>
</tr>
<tr>
<td>Name what I am feeling</td>
<td>![Image]</td>
</tr>
<tr>
<td>Pick a strategy</td>
<td>![Image]</td>
</tr>
<tr>
<td>Follow through with strategy</td>
<td>![Image]</td>
</tr>
</tbody>
</table>
- appropriately standing up for rights (e.g., someone playing a game unfairly)

<table>
<thead>
<tr>
<th>What is happening?</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide if this is OK</td>
<td>●</td>
</tr>
<tr>
<td>Name what I am feeling</td>
<td>☹️ →→</td>
</tr>
<tr>
<td>Pick a strategy</td>
<td>😊</td>
</tr>
<tr>
<td>Follow through with strategy</td>
<td>🔫</td>
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</tbody>
</table>
Appendix B  Game Formats for Social Skills Groups

• The game show format (as described in the upcoming pages) involves embedding the recommended best practices for social skills programming into a game show framework. These best practices include modeling (of a task analysis of the target skill), role play, performance feedback, reinforcement as well as opportunity for situation identification and discussion. Our experience from running the groups, coupled with enthusiastic feedback from the participating students (both players and coaches), resulted in the decision to use a game show format on a frequent basis. This framework provided a comfortable and non-threatening context for all students to participate in role plays and performance feedback during group sessions. Keep in mind that a regularly scheduled social skills group can be implemented using a “game show format” every single session, and it is highly recommended as a platform for student to learn and practice the target skills.

• All social games are adapted versions of popular television game shows. It is important to keep in mind that the popularity of certain game shows varies over time and groups. In other words, what might be “popular” with one group of students does not necessarily mean that same game would be “popular” with another group of students. Therefore, it would be valuable to determine what games are of interest to each group of students. This information can then be used to generate social games for that specific group of students.
- **Group Programming:**
  - Determine preferred game shows among each group of students
  - Gather information about “rules” of those specific game shows (watch the show, talk with the students, “research” the game on the internet)
  - Adapt the game & corresponding rules based on the needs of each specific student group; then, place this in the context of this ‘social game’ approach

**QUESTION CATEGORIES FOR ALL GAMES**

1. Group Techniques & Approaches
2. The Importance of Social Skills
3. Listening
4. On-topic Language
5. Emotions
   - a. Reading yourself (identifying one’s emotions)
   - b. Dealing with your own emotions (including determining appropriate response)
   - c. Reading others (identifying others’ emotions)
   - d. Dealing with the emotions of others (including determining appropriate response)
   - e. Understanding of consequences of responses
6. Conversations
   - a. Turn-taking
   - b. Starting a conversation
c. Ending a conversation

d. Joining a conversation

7. Getting Someone’s Attention

8. Compliments

9. Using the Phone

10. Dating
GAME #1

WHO WANTS TO BE A SOCIAL SKILL-IONAIRE?
“Knowing It All” Edition

● Each student will have a turn to be the contestant. A “life line” will be assigned to each contestant (this provides a great opportunity for the students to be paired up).

● Contestants can make a request to answer a question from a certain $ category (or you can have contestants answer questions from lowest to highest $ categories).

● Contestants have three requirements for each turn:
   1. use a life line (ask their partner his/her opinion)
   2. ask the audience for their opinion (all other students)
   3. request a demonstration from the audience (“Demo please!”)

CATEGORIES OF $/QUESTIONS

$10 Questions

$100 Questions

$1,000 Questions

$10,000 Questions

$100,000 Questions

$1,000,000 Questions
GAME #2

SOCIAL JEOPARDY

- Break the group up into teams (Social/Coach pairs; boys vs. girls; counting off; small groups, etc.)

- Each team takes a turn to answer a question – when it is that team’s turn, they can:
  - Request a specific category of questions (you can ask a question based on skill level of Players)
  - Immediately answer the question (after discussing the answer as a group)
  - OR
    - Ask for a demonstration of what the question is asking (“Demo Please!”)
      - When a demonstration occurs, recruit other group members (from different teams) to role play out the question (under your direction/guidance)
  - Credit is not lost for wrong answers

- ZIG ZAG VERSION: Students doing Demo can “incorrectly” or “correctly” act out scenario. After the demonstration, another team (team to left or right) is given a chance to immediately identify whether the scenario in the role play is “ok” or “not ok”
GAME #3

ARE YOU SMARTER THAN A SOCIAL EXPERT?

- Each contestant is asked a pair of questions, and each question taken from a separate category of social skills (I suggest listing the different categories on the board). Contestants can make requests for specific categories.

- The contestant chooses another student to be their "social expert", who can be consulted by the contestant as to their favorite categories before a topic is chosen. Each student may only be a contestant's “expert” for one student (thus, making sure that everyone is included – you could also assign pairs of contestants/experts).

- Contestants have three forms of assistance (two "cheats" and a "save") each available for use once per turn:
  - **Peek**: The contestant can find out what the “expert” feels is the answer, and choose whether to go along with it or not.
  - **Copy**: The contestant is locked into whatever answer their “expert” feels is the right answer, without being able to know it first.
  - **Save**: If the contestant gets an answer incorrect but their “expert” thinks that another answer is correct, they are credited with a correct answer. However, if the “expert” is also wrong, they are both incorrect.
GAME #4

TWO VS. THE GROUP (1 VS. MOB)

- Break the group up into 2-person teams (i.e., contestants)

- Each team takes a turn to answer a question – when it is that team’s turn, they are playing “against” the rest of the group remaining (i.e., everybody but that team – you could always divide these students up into pairs as well)

- The facilitator chooses the question to be asked, and everyone answers the question on an index card (these are kept private)
  - Whenever a question is answered correctly by the 2-person team, any other player in the “group/mob” who answered the question incorrectly is eliminated
  - Three forms of assistance (“helps”) are available:
    1. **Poll the Group/Mob**: The contestant team picks one of the answers to ask the group/mob about. The number of group/mob members who chose that answer is revealed. Once this occurs, the contestant team decides how they want to answer the question.
    2. **Ask the Group/Mob**: One group/mob member who answered correctly and one who answered incorrectly are chosen at random. Each explains his/her decision to the contestant team. Once this occurs, the contestant team decides how they want to answer the question.
    3. **Trust the Group/Mob**: Contestants commit to choosing the answer chosen by the largest number of group/mob members.
QUESTIONS

**Note:** Questions are True/False or Pick the Best Answer. Depending on the group & the game format, choose the best style question for the students/game. Feel free to “re-word” as you ask the questions (depending on skill level of the students as well as what language they like, e.g., social skills vs. skills for getting along with others vs. social behavior).

GROUP TECHNIQUES & APPROACHES
1. Practicing and practicing “Reading Others” & “Reading Yourself” does not help you get better at this skill. True or False?
2. The more you practice a skill – the better you get at it (such as reading, speaking a foreign language, driving a car, sports). This is what happens when you practice good listening skills. True or False?
3. Talking about getting along with others is the best way (and probably the only way) to learn how to be a good friend. True or False?
4. Sharing personal experiences is required when learning a new social skill. True or False?
5. Sometimes, another student looks goofy when practicing the skills in group – it is not ok to laugh at that student. True or False?
6. Nobody knows all the rules for getting along with others. True or False?
7. Role playing and acting out skills are only needed by those who are “clueless” about social skills. True or False?

THE IMPORTANCE OF SOCIAL SKILLS
1. It is hard to keep a job if you do not have good social skills. True or False?
2. When you do not use social skills, your friends don’t really care. If they were really your friend, they’d be ok with your lack of social skills no matter what. True or False?
3. Adults always care more about how you behave than other kids. True or False?
4. Most little kids do not have social skills. True or False?
5. Social skills are important across your whole day (school, home, stores) – not just with teachers. True or False?
6. Most people feel good when they are using those skills needed to get along with others. True or False?
7. If I do not become really great with using social skills, then I won’t be able to have any friends. True or False?

LISTENING
1. When using the Listening skill, it is ok to turn away from the speaker for a short amount of time. True or False?
2. You should never nod your head and smile when somebody is talking with you if you disagree with what he/she is saying. True or False?
3. “Paying Attention and Showing Interest” are not really steps of Listening. True or False?
4. Listening is required for most of the other social skills that we learned. True or False?
5. In general, students do not learn to be good listeners until middle school. True or False?
6. If I am good at listening, I am probably good with certain other social skills as well. True or False?
7. If I am good at giving compliments, I am probably good with most other social skills as well. True or False?

**ON TOPIC LANGUAGE**
1. If you do not like what others are talking about (and you disagree with it), it is not ok change the subject to something else. True or False?
2. When you are talking with a group of students and a few of the kids change the subject – and then everybody joins in the new topic – you should join in too. True or False?
3. Remember – on topic language is only necessary when talking with adults who care about that skill. True or False?
4. If you get distracted and lose track of the conversation, it is ok to ask someone what is being talked about. True or False?
5. As long as the teacher says it is ok, you can talk about whatever you want with other students – even if they don’t want to listen. True or False?
6. I am so bored listening to someone talk about something for a very long time – that is a good moment to try to politely change the subject. True or False?
7. I am so bored listening to someone talk about something for a very long time – but the topic is very important to that person - that is a good moment to quickly change the subject. True or False?

**EMOTIONS: READING SELF** (identifying one’s emotions & what to do about it)
1. When your stomach has a pain and you are just hanging out in class, the pain in your stomach must be because you are hungry. True or False?
2. It is important to tell others what you are feeling all the time – it is not good to keep your feelings to yourself ever. True or False?
3. If you are talking with a teacher in a cheerful voice and you are smiling, then you must be happy. True or False?
4. Learning how to “read yourself” should help you learn how to “read others” True or False?
5. Understanding your own emotions is much more important than understanding the emotions of other people. True or False?
6. If you know how to “read yourself” – then you certainly know how to “read others” True or False?
7. Learning how to deal with your own emotions such as anger and frustration is important and often hard to do. True or False?

**EMOTIONS: READING OTHERS** (identifying another’s emotions & what to do about it)
1. It is most important to pay attention to somebody’s words when “reading him” ~ even if his face and body are giving a “message” that does not match the words. True or False?
2. If a girl is sitting down with her body slumped over, is covering her face with her hands, and is giggling, she must think that something is funny. True or False?
3. *Sometimes,* you pay attention to somebody’s body, face, voice tone, and words, and it is still very hard to “read him.” **True** or **False**?
4. You can use the “Reading Others” skill in many places – at home, at school, in stores. **True** or **False**?
5. The “Reading Others” skill is only important with people that you know. You do not need to use the skill with strangers. **True** or **False**?
6. “Reading others” is not that hard – what you see on their face or with their body is always what they are feeling. **True** or **False**?
7. Many people – even smart/popular students – sometimes have a hard time controlling their emotions (e.g., they may get angry and yell). **True** or **False**?

**CONVERSATIONS**
1. A conversation happens when you say one thing to someone and then you walk away. **True** or **False**?
2. The “way you stand” and the “way you speak” are both important in a conversation because you want the other person to know that you are interested in talking. **True** or **False**?
3. Interrupting a friend who is talking is usually ok but interrupting an adult who is talking is not ok. **True** or **False**?
4. In order for talking with someone to be a conversation, each person needs to have at least four turns talking. **True** or **False**?
5. If you and a friend are both enjoying talking about something, then you can keep having the conversation even if a teacher tells you it is time to stop talking. **True** or **False**?
6. When you have a conversation, never try to change the topic of conversation – that is impolite. **True** or **False**?
7. When you are having a conversation, both people are always interested in the topic. **True** or **False**?

**GETTING SOMEONE’S ATTENTION**
1. Horsing around is always the best way to get someone’s attention. **True** or **False**?
2. The way you get someone’s attention during class might be different than the way you get someone’s attention in the hallways. **True** or **False**?
3. The way you get your teacher’s attention during class is the same as the way that you would get a friend’s attention in the hallways. **True** or **False**?
4. If you are not sure if someone has time to interact with you, it is ok to watch them for a minute to figure it out. **True** or **False**?
5. If you stare at someone long enough, you will be able to figure out if they would like you to join in an interaction with them. **True** or **False**?
6. This skill is important for casual situations (e.g., chatting with friends) as well as more formal situations (e.g., doing an oral report in class). **True** or **False**?
7. Using this skill is more important in class (e.g., getting teacher’s attention) than with other kids outside of class (e.g., chatting in the hall). **True** or **False**?

**COMPLIMENTING OTHERS & ACCEPTING COMPLIMENTS**
1. If you do not like something about somebody else, it is ok to *immediately* tell them because you want them to know the truth. **True** or **False**?
2. If you like somebody, you should give them a different compliment every single time you see them – that will make them feel very special. **True or False?**

3. When giving somebody a compliment, it is important to find a good time to do it – such as during a break time, free time, or when you are not doing school work. **True or False?**

4. When you give somebody a compliment, it should be truthful. You should not make up something just to make somebody feel good. **True or False?**

5. When you give somebody a compliment, it is important to do it in a friendly way – that way, the other person knows that you mean it and that you like them. **True or False?**

6. After giving somebody a compliment, you should repeat that same compliment to them every time you see them. That way, they will definitely hear and remember what you had to say. **True or False?**

7. If you have a nice compliment to give somebody, you should say it as soon as you see them – even if it means interrupting them when they are doing school work or talking with a friend. **True or False?**

**USING THE PHONE**

1. Social skills are not required when talking on the phone – no one can see you. **True or False?**

2. You do not need to talk with the person who answers the phone if you don’t know them. **True or False?**

3. If you are really nervous about making a phone call, it is ok to practice what you will say. **True or False?**

4. All phone conversations should be kept private. **True or False?**

5. If someone stops talking with you on the phone, it might not be a good time for them to talk. **True or False?**

6. Luckily, you don’t have to use many social skills when using the phone. **True or False?**

7. Even if you do not want to talk on the phone, you should take the time to politely end the conversation. **True or False?**

**DATING**

1. When dating someone, social skills are not necessary – if the person likes you, they will like you just as you are. **True or False?**

2. Showing off what you are good at is the best way to get someone to like you. **True or False?**

3. Find out what someone else likes to talk about – that would be one nice way to get to know someone. **True or False?**

4. It is ok to talk a lot about your favorite topics when trying to get to know someone. **True or False?**

5. Giving a compliment can be one nice way to open up a conversation with someone you do not know very well. **True or False?**

6. If you are not interested in dating, then you do not need to worry about using social skills around the opposite sex (or other appropriate term). **True or False?**

7. Wow – I thought that if I had some kids who liked me and were my friends, then I wouldn’t need to worry about using social skills with people I don’t know too well. That isn’t true! **True or False?**

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$10 QUESTIONS

- **Group Techniques & Approaches**
  We practiced many skills by “acting” during our social skills groups this year. This was not really necessary. A) true; B) not true; C) not really; D) false

- **Importance of Social Skills**
  People tell us that social skills are important to get along with others. A) true; B) not true; C) not really; D) false

- **Listening**
  We learned about listening skills during our social skills groups this year. A) true; B) not true; C) not really; D) yes – but we were told that there were many more important skills to learn than that

- **On-topic**
  We learned about off-topic skills during our social skills groups this year. A) true; B) not true; C) a little bit; D) yes – but we were told that it was not that important

- **Emotions**
  “Reading Yourself”, “Reading Others”, and “Reading Books” are the 3 most important social skills when talking about emotions. A) always true; B) often true; C) sometimes true; D) not true

- **Conversations**
  A conversation requires at least two people. A) always true; B) often true; C) sometimes true; D) never true

- **Attention Seeking**
  Teachers like students to seek attention – even if it means “getting in trouble”. A) always true; B) often true; C) sometimes true; D) never true

- **Compliments**
  Compliments are waste of time. It is not important to say nice things to other people. A) always true; B) often true; C) sometimes true; D) not true

- **Using the Phone**
  Talking on the phone is great because you do not need to use social skills. A) always true; B) often true; C) sometimes true; D) not true

- **Dating**
  Dating does not require any social skills. A) always true; B) often true; C) sometimes true; D) not true

$100 QUESTIONS

- **Group Techniques & Approaches**
  I do not like to “act” so that part of group is not important. A) always true; B) often true; C) sometimes true; D) not true

- **Importance of Social Skills**
  My friends say social skills are not important – that must be correct. A) always true; B) often true; C) sometimes true; D) not true

- **Listening**
  Our teachers like us to use listening skills in our classes at school. A) always true; B) often true; C) not often true; D) never true
- **On-topic**
  Our teachers like us to use on-topic skills in our classes at school. A) always true; B) often true; C) not often true; D) never true

- **Emotions**
  “Reading Others” is a waste of time – it does not really matter what others are feeling. A) always true; B) often true; C) sometimes true; D) never true

- **Conversations**
  A conversation happens when you say one thing to someone and then you walk away. A) always true; B) often true; C) not often true; D) never true

- **Attention Seeking**
  Being goofy and disrespectful in class is a great way to get attention from the teacher and other students. A) always true; B) often true; C) not often true; D) never true

- **Compliments**
  When you give somebody a compliment, it is important to do it in a friendly way – that way, the other person knows that you mean it. A) always true; B) often true; C) not often true; D) never true

- **Using the Phone**
  When you are talking on the phone, you need to use social skills. A) always true; B) often true; C) sometimes true; D) never true

- **Dating**
  Luckily, boys don’t need to use social skills with girls and girls don’t need to use social skills with boys. A) always true; B) often true; C) sometimes true; D) never true

### $1,000 QUESTIONS

- **Group Techniques & Approaches**
  There are some kids who know how to use all social skills – they have NOTHING to work on. A) always true; B) often true; C) sometimes true; D) never true

- **Importance of Social Skills**
  There are some kids who are so smart they do not need to use social skills ever. A) always true; B) often true; C) sometimes true; D) never true

- **Listening**
  “Paying Attention and Showing Interest” is the most important step of Listening. A) always true; B) often true; C) not often true; D) never true

- **On-topic**
  Social skills group helped me learn that on-topic language is not that important when talking with others – what I want to talk about is most important. A) always true; B) often true; C) not often true; D) not true

- **Emotions**
  If a girl is sitting down with her body slumped over, is covering her face with her hands, and looks like she is “holding back” tears, you should walk up to her and say something like “you look sad; can I help?” because it will make her feel better. A) always true; B) often true; C) not often true; D) never true

- **Conversations**
  Conversations occur when you are in the same room with a person. A) always true; B) often true; C) sometimes true; D) never true
Attention Seeking
Attention seeking? I am not sure if I learned this in social skills group – it must not be important then. A) always true; B) often true; C) sometimes true; D) not true

Compliments
If you do not like something about somebody else, it is ok to immediately tell them because you want them to know the truth. A) always true; B) often true; C) not often true; D) never true

Using the Phone
“Reading Others” can be harder on the phone because you cannot see the other person’s face and body language. A) always true; B) often true; C) not often true; D) never true

Dating
Because I am not interested in dating, I do not have to use social skills with girls (or boys). A) always true; B) often true; C) not often true; D) never true

$10,000 QUESTIONS

Group Techniques & Approaches
Thinking about how to get along with others & talking with my friends about this is a good way to learn more about being a good friend. A) always true; B) often true; C) not often true; D) never true

Importance of Social Skills
We did not learn how to play board games in group this year – that must not require social skills. A) always true; B) often true; C) not often true; D) never true

Listening
You should nod your head and smile when somebody is talking with you even if you disagree with what he/she is saying. A) always true; B) often true; C) not often true; D) never true

On-topic
If you do not like what others are talking about (because you find the topic boring), it is ok to immediately change the subject to something else and ignore their talking. A) always true; B) often true; C) not often true; D) never true

Emotions
Sometimes, you pay attention to somebody’s body, face, voice tone, and words, and it is still very hard to “read him.” A) always true; B) often true; C) sometimes true; D) never true

Conversations
When you are having a conversation, both people are always interested in the topic. A) always true; B) often true; C) not often true; D) never true

Attention Seeking
Talking is the only real way to get attention from other people. A) always true; B) often true; C) not often true; D) not true

Compliments
When giving somebody a compliment, it is important to find a good time to do it ~ such as during a break time, free time, or when you are not doing school work. A) always true; B) often true; C) not often true; D) never true

Using the Phone
It is not important to use listening skills on the phone because the other person cannot see you. A) always true; B) often true; C) not often true; D) not true

- **Dating**
  If you want to get to know someone, remember those “basic” skills for getting along – listening, on topic, respect others’ feelings. A) always true; B) often true; C) not often true; D) not true

### $100,000 QUESTIONS

- **Group Techniques & Approaches**
  I get embarrassed doing the “acting” – skipping group is fine because the way we do things in group is never helpful for getting along with others. A) always true; B) often true; C) not often true; D) not true

- **Importance of Social Skills**
  I plan to work alone when I grow up & not in an office. I don’t need to know many social skills. A) always true; B) often true; C) not often true; D) not true

- **Listening**
  When using the *Listening* skill, you must face the speaker. A) always true; B) often true; C) not often true; D) never true

- **On-topic**
  When you are talking with some friends and one of them changes the subject – and then everybody joins in the new topic – you should join in too. A) always true; B) often true; C) not often true; D) never true

- **Emotions**
  If you are talking with a teacher in a cheerful voice and you are smiling, then you like that teacher. A) always true; B) often true; C) sometimes true; D) never true

- **Conversations**
  The “way you stand” and the “way you speak” are both important in a conversation because you want the other person to know that you are interested in talking. A) always true; B) often true; C) not often true; D) never true

- **Attention Seeking**
  If you make lots of noise and act goofy, then you definitely will get attention from all the people around you. A) always true; B) never true; C) maybe/maybe not; D) not often true

- **Compliments**
  If you like somebody, you should give them a different compliment *every* single time you see them – that will make them feel very special. A) always true; B) often true; C) not often true; D) never true

- **Using the Phone**
  The social skills you need to use on the phone with an adult are different than the social skills you need to use on the phone with another student. A) always true; B) often true; C) sometimes true; D) never true

- **Dating**
  When you are getting to know someone, they *always* want you to use your best social skill ever. A) always true; B) often true; C) sometimes true; D) never true

### $1,000,000 QUESTIONS
• **Group Techniques & Approaches**
  Practice social games on the computer is the best way to learn about social skills & getting along with others. A) always true; B) often true; C) *not often true*; D) never true

• **Importance of Social Skills**
  My parents want me to go to college – I’ll learn how to really get along with others then – middle & high school is just for fun with my friends. A) always true; B) often true; C) not often true; D) *never true*

• **Listening**
  Listening is a skill that is necessary for you to use in order to be successful with all of the other social skills that you use every day. A) always true; B) *often true*; C) not often true; D) never true

• **On-topic**
  On-topic Language is a skill that is more important for adults to have than for students to have. A) always true; B) often true; C) not often true; D) *not true*

• **Emotions**
  It is *most important* to pay attention to somebody’s words when “reading him” – even if his face and body are giving a “message” that does not match the words. A) always true; B) *often true*; C) not often true; D) *not true*

• **Conversations**
  Teachers should have more respect from you during a conversation than a friend should have from you during a conversation. A) always true; B) often true; C) not often true; D) *not true*

• **Attention Seeking**
  Just saying, “Let’s talk” can be the best way to get attention from someone with whom you would like to talk. A) always true; B) *often true*; C) not often true; D) never true

• **Compliments**
  When you give somebody a compliment, it should be truthful. You should not make up something just to make somebody feel good. A) always true; B) *often true*; C) not often true; D) never true

• **Using the Phone**
  Do not use the phone if you do not plan on using your social skills. A) always true; B) *often true*; C) not often true; D) it does not really matter

• **Dating**
  Do not try to get to know someone and date them if you do not plan on using your social skills at some point A) *always true*; B) often true; C) not often true; D) it does not really matter