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TEACHING FRIENDSHIP MAKING SKILLS
TO EMOTIONALLY DISTURBED CHILDREN

A thesis
Presented to
the Graduate Faculty of the
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Alison Stewart Agras

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ABSTRACT

Numerous studies have demonstrated the efficacy of teaching children appropriate social skill behavior. The present study investigated a coaching procedure to teach emotionally disturbed children appropriate social skills within the context of fourteen arts and crafts sessions. Using a multiple-baseline across groups design, two groups of four children received training. As a result of training, cooperation behavior showed a moderate change, while eye contact increased substantially for both groups. The behaviors of on-task and communication changed only slightly. In addition, these changes generalized to different settings and were maintained over time. However, praising, receiving praise, as well as inappropriate physical and verbal behavior, showed no significant changes. Suggestions for revising the coaching procedure to produce more significant behavioral changes are discussed.

In the last decade, increased attention has been given to the measurement and modification of social skill deficits in a variety of populations (Bornstein, Bellack, & Hersen, 1977; Hersen & Bellack, 1977; Hersen & Eisler, 1976). Although initially social skills training had been conducted with psychiatric inpatients (Hersen, Eisler, Miller, Johnston, & Pinkston, 1973) and college students (Twentyman & McFall, 1975), it has recently been extended to socially isolated and aggressive children (Cartledge & Milburn, 1980). Teaching appropriate social behavior to children deficient in these skills appears to be an important preventive treatment, as such deficits have been implicated in many forms of psychopathology. It has been found that socially incompetent children are more likely to drop out of school (Ullman, 1975), become juvenile delinquents (Roff, Sells, & Golden, 1972), underachieve academically, and exhibit high rates of physical and verbal aggression (McCandless, 1967). Several studies have indicated that adult psychiatric patients diagnosed as schizophrenic, mentally deficient, and sociopathic, commonly had histories of social problems during childhood (Roff et al, 1972).

An essential part of developing programs for socially deficient children is the identification of the skills that are critical to effective social functioning. Several studies have utilized behavioral observations to identify social behaviors that differentiate criterion groups, i.e.,

"skilled" vs. "unskilled" and "popular" vs. "unpopular" children, (Foster & Ritchey, 1979). For example, Hartup, Glazer, and Charlesworth (1967) demonstrated that the number of positive nominations (i.e., indicating popularity of a child) received by children was highly related to the frequency with which children displayed positive social behaviors, such as initiating play, engaging in appropriate communication, and giving affection and approval. Similarly, peer rejection (i.e., number of negative nominations received by a child) correlated with the frequency of negative (e.g., non-compliance, physical attacks, annoying verbalizations), but not positive social behaviors. Additionally, Gottman, Gonso, and Rasmussen (1975) found differences in the frequency with which unpopular and popular third and fourth graders dispensed and received positive peer interactions (i.e., giving approval and affection to friends). Behavioral observations revealed that well-liked children engaged in a higher percentage of positive behaviors than did children who were rejected by their peers. In addition, unpopular children displayed deficits on a test of referential communication skills and on a role-play test of their knowledge of how to make friends. Thus, it appears that engaging in appropriate conversation, giving affection and approval, sharing, and initiating play are important for a child's social acceptance.

Studies training children in social skills have typi-

cally used one of three approaches. These approaches include: (a) operant techniques which consist of reinforcing appropriate peer interactions; (b) modeling which includes actual, filmed, or imagined exposure to role models engaging in appropriate social interactions; and (c) interventions which teach specific social skills using techniques such as coaching, rehearsal, role-playing, and reinforcement (Michelson & Wood, 1979).

Contingent reinforcement was one of the first and most widely used social skill training strategies because of its high success rate in modifying other areas of human functioning. Trainers commonly used this technique to increase appropriate social interactions among preschool children (Allen, Hart, Buell, Harris, & Wolf, 1964; Buell, Stoddard, Harris, & Baer, 1968; Hart, Reynolds, Baer, Brawley, & Harris, 1968). For example, Allen et al. (1964) successfully increased peer interaction among preschoolers using teacher administered social reinforcement for appropriate behavior. Similarly, Buell et al. (1968) used verbal reinforcement to increase a three-year-old girl's motor and social activities. Both behaviors were increased from 2% to 70% as a result of training.

Although short-term success has been demonstrated with contingent reinforcement techniques, the majority of these studies lack adequate follow-up. Thus, it is difficult to evaluate the long-term effectiveness of reinforcement tech-

niques for modifying social behaviors. Further, studies using this technique have been limited to increasing the frequency rather than the quality of peer interactions. Therefore, while socially deficient children may be spending more time with their peers, they are not necessarily engaging in behaviors that are likely to lead to greater peer acceptance. That is, if a child is reinforced solely for increased peer interactions, s/he is not being directly trained in new and more appropriate social behaviors.

A second commonly used technique for fostering social interaction among children is modeling (Goodwin & Mahoney, 1975; Gottman, 1977; Keller & Carlson, 1974; O'Connor, 1969, 1972). Studies using this technique are largely based on Bandura's (1969) theory of vicarious learning. Modeling techniques have involved the presentation of either live, filmed, or imagined role-models engaging in appropriate social behaviors to demonstrate new social skills as well as to reduce fear of social interactions. In 1969, O'Connor evaluated the effects of symbolic modeling on socially withdrawn children. Six children viewed a film depicting active social interactions between children, with a narrator emphasizing the positive behaviors. A control group, composed of six other withdrawn children, viewed a film containing no social interaction. Results indicated that the experimental group displayed significantly higher rates of positive social interaction than the control group.

Goodwin and Mahoney (1975) reported a similar treatment for three hyperactive boys who exhibited high rates of aggression. The boys were shown a videotape of a young boy successfully coping with verbal aggression using covert coping statements (e.g., "I won't get mad," etc.). In this study, however, the film alone had no effect on the children's behavior in a role-play situation in which they had to respond to aggressive verbalizations. Rather, when the children were re-exposed to the videotape, then coached, guided, and instructed by trainers, they showed significant improvement in their ability to cope with peer aggression. Thus, modeling alone may be effective in facilitating positive approach behaviors, but more intensive procedures may be required for modifying aggressive behaviors.

In studies directly comparing the short-term effectiveness of techniques, modeling appears to be equally effective or more effective than reinforcement procedures (Evers & Schwarz, 1973; O'Connor, 1972). However, the limitations of the research investigating the effectiveness of reinforcement techniques also apply to modeling studies. That is, most modeling studies have neglected to assess the long-term effects of treatment. Furthermore, studies using modeling have also failed to teach children specific social skill behaviors such as praising, question-asking, sharing, and eye contact. Rather, these studies have mainly focused on increasing communication, appropriate social interactions, and

general play skills by exposing children to a whole array of social behaviors at once.

A third approach to teaching appropriate social behavior to children includes a combination of operant, modeling, and cognitive techniques (Bornstein, Bellack, & Hersen, 1980; Caplin & Kornblith, Note 1; Chittenden, 1942; Ladd, 1981; Oden & Asher, 1977). Chittenden (1942) conducted one of the first studies using instructions, modeling, behavior rehearsal, role-playing, and social reinforcement as a combined treatment package for socially deficient preschoolers. In this study, Chittenden demonstrated that a trained group decreased "dominative" and increased "cooperative" behaviors while the control group remained unchanged.

Using similar techniques, Bornstein, Bellack, and Hersen (1980) successfully trained four aggressive children to increase their appropriate social behaviors (e.g., eye contact, frequency of hostile voice tone, and requests for new behavior). Positive effects were obtained for each subject during treatment on all target behaviors as measured on a role-play test. However, generalization to the natural environment and follow-up results indicated that treatment procedures were differentially effective across behaviors and subjects. For two subjects, the behavior described as "making requests for behavior change" was the least likely to generalize. Additionally, while all effects had dissipated after four weeks for another participant, the remaining sub-

ject maintained all social behavior gains for six months after training. These findings suggest that it is important to assess behavior change over time and in settings that differ from the training situation in order to determine the generality and long-term effectiveness of a treatment package. Further, role-play tests as an outcome measure may not be a valid indicator of the degree of behavior change obtained. According to Bellack (1979), role-play tests lack validity for the following reasons. First, as the entire procedure may be extremely stressful for some people, a valid recording of behavior may not be obtained. Second, the role-play situation allows for only minimal observation of behavior that may not be characteristic of the person's actual behavior in a natural setting. Finally, some people may not be able to imagine themselves in a particular role-play situation. Consequently, the precise stimulus to which the subject is reacting is unclear. Therefore, any definitive conclusions concerning the validity of role-play tests must not be made until these points are investigated.

Other combined intervention packages, such as the CLASS (Hops, Bieckel, & Walker, Note 2), the PASS (Greenwood, Hops, Delquardi, & Walker, Note 3), and the PEERS (Hops, Walker, & Greenwood, 1979) have been developed to teach withdrawn children appropriate social skills in the natural environment. The PEERS (Procedures for Establishing Effective Relationship Skills) is specifically designed to facilitate entry of with-

drawn children into their peer groups in classroom settings. The components of this program include: (a) a joint task exercise in which children worked together at a task which required alternating verbalizations; (b) teacher praise for appropriate social interactions; (c) individual or group token reinforcement for social interactions; (d) tutoring sessions to teach children how to initiate, respond, and maintain social interactions; and (e) teacher praise for children's accurate self-report of their social behavior. In a series of single-subject designs, the relative effectiveness of these components was evaluated. Initial findings suggest that the token and joint task procedures were effective in increasing social interaction among children. However, the results also indicated that the training sessions in specific social skills were necessary in order to improve the quality of children's interactions. Thus, although training procedures in PEERS appear promising, more data is needed in order to support the program's long-term effectiveness.

One of the simplest combined treatment packages for improving social skills in withdrawn children was developed by Oden and Asher (1977). Using a "coaching" procedure, third- and fourth-grade children were taught social behaviors such as communication, taking turns, sharing, and helping peers. The coaching condition consisted of (a) instructions from an adult in social behaviors considered relevant to friendship making; (b) playing games with peer-partners in order to

practice social skills, and (c) a post-play review session with the coach. A second condition, peer-pairing, involved having other withdrawn children play the same games with peer-partners without any verbal instruction or review sessions. The third group, a control, consisted of isolated children who were taken out of the classroom, with their peers, but played solitary games. In all conditions children were paired with six different peers for six play sessions over four weeks.

A pre-post sociometric rating scale indicated that the coached group received significantly higher peer ratings of acceptance at the end of training than the other two groups. Further, a follow-up assessment a year later indicated that the coached group continued progressing on play sociometric measures. No statistically significant findings on the work rating scale (designed to assess children's interactions in academic situations) or on direct observations of the children's social behavior were obtained. As the behavioral observations did not reveal any significant changes in the trained behaviors, it is difficult to determine the reason for children's increased sociometric status.

Using similar techniques, Ladd (1981), coached third-grade children in three social skill behaviors: asking questions of peers, leading (either verbally instructing or directing peers), and offering peer support, defined as giving verbal praise and encouragement to peers. In order to re-

fine Oden and Asher's technique, Ladd added verbal rehearsal to facilitate retention of both the instructed concepts and the corresponding behaviors. Two groups, an attention control which consisted of equal experimenter attention with no skill-training, and a no-treatment control, were used as comparisons.

This study replicated the findings of Oden et al. (1977) in that coaching was found to have lasting effects on children's peer acceptance. Significant increases in the levels of both the question-asking and leading behaviors were also seen, while support behavior was not substantially enhanced. Therefore, it could be concluded that the added component of verbal rehearsal was important and necessary in order to show behavioral increases.

Using similar techniques as those used by Oden and Asher (1977) and Ladd (1981), Agras and Toole (Note 4) trained appropriate social behavior among eight emotionally disturbed males in the context of an arts and crafts activity. The training sessions, which lasted three weeks, consisted of (a) a brief discussion of various social behaviors at the start of each session; (b) an "arts and crafts" activity (building cabins); (c) a brief mid-session review in which the children discussed examples of the social behaviors; and (d) a post-play review session. In order to assess maintenance and generalization, a two-week follow-up phase, six weeks after training, was conducted, and one generalization probe was taken in another setting with six other chil-

dren. These training procedures were effective in increasing eye contact, cooperation, and the children's appropriate communication. The rate of off-task, praise, and receiving praise behaviors were not affected by treatment.

In summary, a number of comprehensive treatment approaches have demonstrated some initial success in the modification of children's social behaviors. These programs, for the most part, have concentrated on directly instructing children in the specific skills presumed necessary for social acceptance and, consequently, are not subject to the same limitations. First, the outcome measures for these studies have often been role-play measures which, as was indicated earlier, may not be valid indices of the child's behavior in the natural environment. Second, when follow-up and generalization data have been gathered, the results have been inconsistent and not altogether encouraging. It may be that comprehensive, intrusive treatment procedures conducted by trainers other than the program's regular staff are less likely to promote maintenance or transfer of training gains. Therefore, if significant others in the child's natural environment administered the social skills training, it would not be as necessary to train them to be supportive of the youngsters' new social behaviors (Van Hasselt, 1979).

The purpose of the present study was to determine the effectiveness of a teacher-implemented social skills training program on the generalization and maintenance of social

behavior changes. Using a simple coaching procedure, ten emotionally disturbed children from two group homes were taught appropriate social behaviors in the context of a regularly scheduled arts and crafts activity. It was expected that not only would all children show an increase in their appropriate social skill behavior, but that their behavior would generalize to two settings other than training and would maintain over a one-month period.

Method

Participants

Two group homes for emotionally disturbed children were chosen for this study for two reasons. First, these homes were the only ones in the area that serviced this population, and they had expressed an interest in having the children trained in appropriate social skill behavior.

Both homes were licensed for six emotionally disturbed children and were run by the same agency, Therapeutic Homes, Inc., of Modesto, California. The homes were previously matched in terms of sex, age, and degree of emotional or behavioral problems exhibited by these children.

Each home had six children, four males and two females. The four males in both group homes were the following ages: 7, 9, 9, and 8 years. The two females in each residence were ages 8 and 9. Due to reasons beyond the researcher's control, the coordinator of the group homes requested that the 9-year-old girls from each home not be observed. On the

twelfth session, one 9-year-old male from one group home was adopted, and on the fourteenth session, one 9-year-old male from the other group home was placed in a foster home.

Therefore, the results of this study are based on the means for four children in each home, three males and one female.

Experimental Design

A two-legged, multiple-baseline design across groups was used to assess the effectiveness of the social skills training package. The groups were randomly assigned to each leg of the multiple-baseline. Data were evaluated across groups and were analyzed in terms of group means, as subjects within each group were not independent of each other. That is, training was conducted in group sessions; thus, a certain portion of the children's behavior changes may be attributed to the effects of group membership.

Dependent Measures

The effects of the social skills training was assessed by recording changes in the participants' behavior throughout the nine weeks of this study. Data were collected across three situations: (a) "arts and crafts" (twice a week for one hour); (b) "structured play" (once a week for one hour); and (c) "free play" (once a week for one hour).

An interval recording system (Appendix A) was used to record data for each child across the situations. The recording sheet consisted of twenty 10-sec observation intervals, with each interval followed by a 5-sec record

period. Therefore, the actual length of each observation period for each child was 3 1/3 min.

For each interval, the observers placed a slash through the code for each of the ten designated social behaviors that occurred at least once during an interval, resulting in occurrence, non-occurrence data for each target behavior. The behaviors recorded were: (a) eye contact; (b) cooperation; (c) praise; (d) receiving praise; (e) support; (f) communication; (g) sharing; (h) inappropriate physical behavior; (i) inappropriate vocalizations; and (j) on-task behavior. The behaviors, their definitions, and respective behavior codes are listed in Appendix B. The order in which the children were observed was randomly determined prior to each session.

Throughout all phases and in all situations, data were collected in the manner described above. Data were summarized as the percentage of intervals in which each of the target behaviors occurred, both individually (Appendix C) and in terms of group means (Appendix D).

Procedure

"Arts and Crafts" Sessions. All children participated in fourteen 1-hour arts and crafts sessions (eight training and six probe sessions). In each session, the children were instructed to make a specific part of a model cabin (outlined in Appendix E). All children were seated at a large table, in the dining rooms of the residential homes. The

materials needed for each session were placed in the middle of the tables. The trainer responsible for that day's session was instructed to provide minimal assistance to the children and delivered group-directed, rather than individual, verbal praise. Verbal praise was defined as any statement describing how well the group was doing with respect to arts and crafts.

Because the emphasis was on social skills training, rather than on arts and crafts, no instructions were given to the children about how to construct their cabins. Prior to each of the fourteen sessions, a list of behavior rules were posted in front of the training rooms (Appendix F). The trainers verbally stated these rules to the groups so that each child knew what was expected of her/him during the sessions.

"Structured and Free Play" Sessions. All children participated in nine structured play sessions and nine free play sessions. During the structured play sessions, the children were seated at the same large table as in the arts and crafts sessions and were given an organized activity, such as a game, to play with. The trainer responsible for that day's session chose the game that s/he felt was appropriate and that the children would enjoy. Only one game or activity was available to the children at this time.

The free play situations consisted of having the children pick with whom and with what they wanted to play.

These sessions took place in the playroom areas of the group homes. In order to avoid problems, the children were asked to choose something that they wanted to play with for the entire session. Both the structured and the free play sessions began with the trainer verbally stating the class rules for the session; and, throughout these sessions, the trainers administered only verbal praise. Unlike the arts and crafts sessions, the content of these two situations did not change from baseline to the end of the program.

Observer Training and Reliability. Prior to the implementation of the program, two senior counselors, one from each group home, were recruited as the primary observers. Both were employed full-time at the homes, wanted experience in taking objective data, and had no formal training in psychology. The reliability observer was employed by the same agency as a parent trainer and had an M.A. degree in applied behavior analysis.

An initial meeting was arranged for the three observers and the researcher. During this meeting, the observers were informed in general terms about the program's purpose and the observational method. The behavioral definitions were given to each observer, and the researcher verbally reviewed all of the definitions. The observers also familiarized themselves with the data sheets, tape recorders, ear-plugs, and the observational tape.

With the researcher present, the observers practiced,

individually, observing the children, using the behavior codes, for two sessions. Both sessions resembled the setting conditions during the social skills training, and each session lasted 1 hr. The reliability observer and the main observers then practiced together until an inter-observer agreement of 90% per 5 min session was reached.¹ Observer reliability was determined by dividing the number of agreements (occurrence and non-occurrence of behavior) by the total number of intervals in each observation session (200).

In an effort to reduce observer bias, the observers were not present during the first 15 min and during a 10-min break halfway through the training sessions. In the training portion of this study, social skill instructions were presented during these two times. Since they were not present, the observers did not know which sessions included training and what behaviors were discussed during the training sessions. In order to further insure reliable data, covert reliability checks, which were unannounced, were taken during each phase in both group homes, or a total of six times per group home.

Teacher Training. Eight trainers, four from each group home, participated in the social skills training. Due to the nature of the job at the board and care homes, two staff

¹Due to pregnancy, one of the primary observers took a leave of absence from the group home. Prior to her leaving, the replacement staff member was trained to criterion in the manner described above.

members, one male and one female, lived full-time in the homes every other week for one week at a time. At the end of this period, they rotated with two other staff members (one male and one female). Therefore, in both group homes, the trainers alternated each week. To reduce any trainer bias, the two trainers within each home alternated running the social skill sessions. For example, if Trainer One (a male) was responsible for Monday and Wednesday for Week One, this would leave Trainer Two (a female) responsible for the Tuesday and Thursday sessions for that week.

During an initial 1-hr meeting, all trainers were given an outline of the arts and crafts activities for the social skill sessions (Appendix E), a schedule of the sessions (Appendix G), and a detailed outline of how to run the training sessions (Appendix H). The researcher then discussed the purpose of the study and role-played the baseline social skill, structured and free play situations. Corrective verbal feedback during the role-playing was given to all trainers.

In addition to the initial meeting, approximately 15 min before each arts and crafts session, the researcher met, individually, with each trainer and role-played the training session material for that day. For the generalization sessions, each trainer was given a general idea of how to run the sessions, suggestions for activities, and comments from the researcher. However, because of the

simplicity of these sessions, no further instructions or role-playing were needed by the trainers.

Baseline. Baseline measures of the ten social skill behaviors were recorded across three different situations with all five children together as a group. Training was started for the first group after four arts and crafts sessions, at which time a stable baseline (the means for the five participants) was obtained. Training for the second group began after the completion of eight arts and crafts sessions.

During the baseline phase, all the children also participated in one free structured and one free play session per week. These sessions were run as previously described.

Social Skills Training. After the specified number of baseline sessions were completed by each group, the first of six training sessions began. These sessions lasted approximately one hour, occurred twice a week for three weeks, and were conducted in the same setting as the baseline.

Each session began with the trainer verbally stating the "class rules" and answering the children's questions. The trainer then verbally presented both the advantages and disadvantages of engaging or not engaging in the social behavior for that session (refer to Appendices I-R). In Sessions 2, 3, 4, and 5, in addition to presenting the new behaviors, a brief review of the previous session was also presented. Session 6 was spent reviewing all behaviors pre-

sented during training (Appendix R).

Following the initial discussion period, which lasted about 10 min, the children began working on their "cabins" for approximately 20 min. The trainer then interrupted their work, asked the children to pay attention, and then asked individual children to give positive and negative examples of each target behavior presented. If a child was unable to give an appropriate answer, the trainer then asked another child to generate an example. Afterward the child who was unable to answer was asked again. The the child was still unable to answer, or was giving inappropriate responses, the trainer provided an answer to the group. The trainers verbally reinforced all correct answers. This portion of the program lasted approximately 10 min. After all the children were given a chance to respond at least once, the activity was resumed for approximately 15-20 min.

At the end of the 1-hr session, the trainer presented a summary of the major points discussed for that day. This was provided for the trainers on the trainer's script (note the conclusion section on Appendices I-R). All questions were answered, and the children were told to put their activities away.

Follow-up Sessions. After the final training session for each group was completed, the children continued in the "arts and crafts" sessions for an additional two weeks (twice a week, for approximately 1 hr). The sessions

were conducted in the same way as the baseline sessions. Additional maintenance data were collected for one week, two weeks after the follow-up phase had been completed. In addition, to assess generalization across settings, data were collected on children's social behavior in a free play situation throughout the study. These situations were alternated with the structured play and social skill sessions. Therefore, if Session 1 was a free play session, Session 2 was a social skill session, and the third session was structured play.

Results

Four of the target behaviors--praise, receiving praise, inappropriate physical behavior, and vocalization--did not change across the phases of the study. These behaviors will not be described within the results section, but data are graphed for visual inspection (refer to Figures 5-8).

Two reliability probes were randomly conducted per phase in each group home, making a total of eight reliability scores across the eight behaviors recorded.

The following results describe the trends of the individual behaviors. However, Table 1 gives the means and standard deviations for each of the social skills sessions for both groups. These standard deviations represent the amount of variance within each session. In general, because the standard deviations are low, the means can be considered fairly representative of each individual child's behavior.

TABLE 1

STANDARD DEVIATIONS AND GROUP MEANS FOR SOCIAL SKILL SESSIONS

GROUP ONE

Behavior		Baseline				Treatment					
		1	2	3	4	5	6	7	8	9	10
On-task	SD=	4.1	6.1	3.0	8.1	2.1	2.9	1.9	.9	0.0	.9
	M=	67.5	75.0	95.0	95.0	97.5	67.5	92.5	95.0	100.0	95.0
Cooperation	SD=	9.0	6.0	5.2	4.1	5.0	1.9	8.7	9.0	2.0	.8
	M=	6.2	12.5	12.5	15.0	27.0	35.0	10.0	18.5	25.0	25.0
Communication	SD=	9.1	8.1	7.9	3.0	6.4	1.9	2.0	5.3	2.1	2.8
	M=	43.5	58.5	40.0	80.0	65.0	53.0	65.0	63.5	60.0	60.0
Eye Contact	SD=	3.6	8.1	7.9	6.1	5.9	8.0	6.0	1.9	3.0	4.9
	M=	13.8	28.8	22.5	16.3	37.5	32.5	52.5	37.5	45.0	47.5

GROUP TWO

Behavior		Baseline								Treatment					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
On-task	SD=	8.1	6.1	2.1	1.9	.9	1.0	.9	.8	.5	.0	.0	.0	.0	.0
	M=	95.0	100.0	75.0	100.0	95.0	90.0	95.0	100.0	100.0	95.0	100.0	95.0	100.0	95.0
Cooperation	SD=	8.9	5.3	6.1	3.9	4.8	2.2	7.6	8.0	5.2	1.0	7.6	8.5	1.0	.9
	M=	5.0	3.0	4.7	7.5	15.0	7.8	7.8	5.0	5.0	20.0	12.5	15.0	30.0	30.0
Communication	SD=	8.0	9.1	8.0	6.9	2.0	6.4	1.9	1.0	.9	.8	1.5	.9	.6	1.8
	M=	10.0	18.5	22.5	27.0	32.0	31.0	58.0	42.5	53.0	54.5	58.0	60.0	75.0	62.5
Eye Contact	SD=	2.7	1.9	2.0	1.9	2.0	5.0	4.9	1.0	.9	.9	.8	.5	2.0	1.9
	M=	10.0	7.5	2.5	12.0	20.0	17.0	15.0	4.5	7.5	17.0	15.0	10.0	20.0	25.0

TABLE 1

STANDARD DEVIATIONS AND GROUP MEANS FOR SOCIAL SKILL SESSIONS

GROUP ONE

Behavior		Follow-up 1				Follow-up 2	
		11	12	13	14	15	16
On-task	SD=	.8	0.0	0.0	0.0	0.0	0.0
	M=	95.0	100.0	100.0	100.0	100.0	100.0
Cooperation	SD=	.9	1.9	2.1	1.0	1.2	0.0
	M=	38.5	32.5	30.0	32.5	32.0	30.0
Communication	SD=	1.1	.9	.8	1.0	0.0	1.9
	M=	85.0	75.0	68.5	80.0	70.0	70.0
Eye Contact	SD=	2.0	1.9	1.0	.2	.8	.7
	M=	62.5	55.0	45.0	45.0	70.0	75.0

GROUP TWO

Behavior		Follow-up 1				Follow-up 2	
		15	16	17	18	19	20
On-task	SD=	0.0	0.0	0.0	0.0	0.0	0.0
	M=	100.0	100.0	100.0	100.0	100.0	100.0
Cooperation	SD=	1.0	.8	.8	.6	.9	1.0
	M=	65.0	27.5	20.0	22.0	25.0	35.0
Communication	SD=	.3	0.0	1.9	.2	.1	.5
	M=	75.0	62.5	55.0	50.0	73.0	50.0
Eye Contact	SD=	2.0	1.5	.6	.7	1.0	.8
	M=	30.0	20.0	20.0	30.0	25.0	30.0

Communication Behavior

Social Skill Sessions. Group One showed little change in communication behavior from baseline to treatment, although by the end of training this group was engaging in appropriate communication behavior about 63%, compared to 43% at baseline. Group Two showed a moderate increase in communication from a baseline mean of 30% to approximately 60% by the end of training. However, as communication behavior was ascending during the baseline phase, one cannot attribute the change to treatment effects. During the follow-up phases, the data showed a decreasing trend. Overall, this behavior changed very little across the two groups (refer to Figure 1).

Play Sessions. For both groups the mean percent of communication behavior during play sessions showed little change across the phases of this study. Again, during the follow-up phase, Group Two's behavior showed a decreasing trend.

Cooperation

Due to an overlap in definitions, the codes of sharing, support, and cooperation were collapsed into one category, labeled cooperation.

Social Skill Sessions. Group One's mean percentage of cooperation increased moderately from a baseline mean of 11.5% to a mean of 24% at treatment. During Follow-up 1, this behavior further increased to 33% and stabilized during

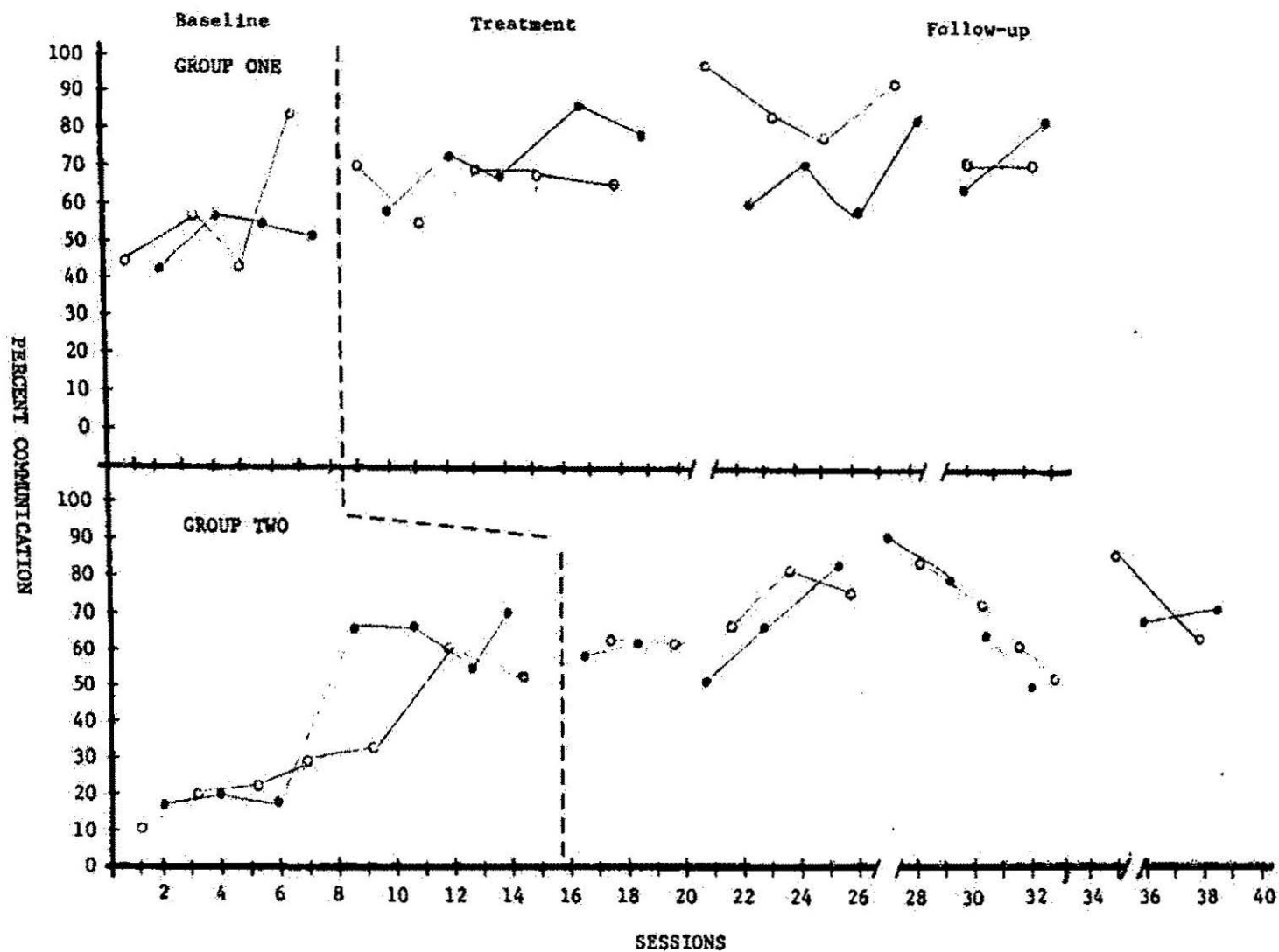


Figure 1. Percent of intervals in which Communication was scored for Group One and Two,

Follow-up 2. In general, Group Two's behavior showed similar trends. However, Group Two's level of cooperation showed a decreasing trend during Follow-up 1 and increased to about 35% during Follow-up 2 (refer to Figure 2).

Play Sessions. The results from the generalization sessions essentially mirrored those from the social skill sessions. For Group One, the mean percentage of cooperation increased moderately from treatment to Follow-up. Moderate increases were observed during Treatment, followed by a decreasing trend during Follow-up 1 and an increasing trend during Follow-up 2.

On-task Behavior

Social Skill Sessions. Group One's mean percent of on-task behavior showed slight increases from a baseline mean of 83% to 91% at Treatment, while Group Two essentially remained the same, with a mean of approximately 85%. Both groups showed a more stable rate of on-task behavior with the implementation of treatment.

Play Sessions. During the free and structured play generalization sessions, the results essentially were the same as the Social Skill Sessions. Again, both groups' on-task behavior stabilized to around 95% at the end of training (refer to Figure 3).

Eye Contact

Social Skill Sessions. The mean percent of eye contact for both groups increased substantially from baseline to

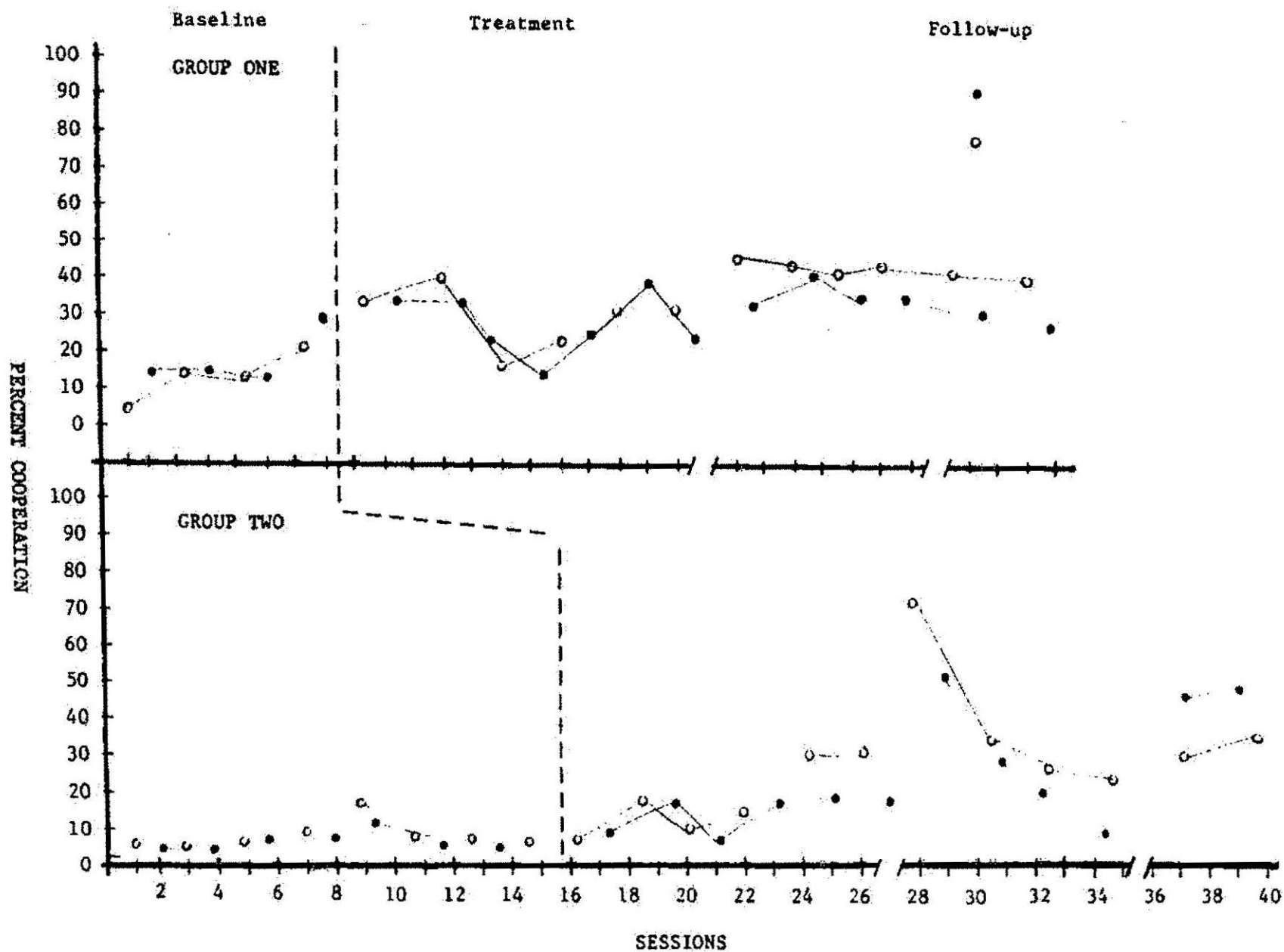


Figure 2. Percent of the intervals in which Cooperation was scored for Groups One and Two.

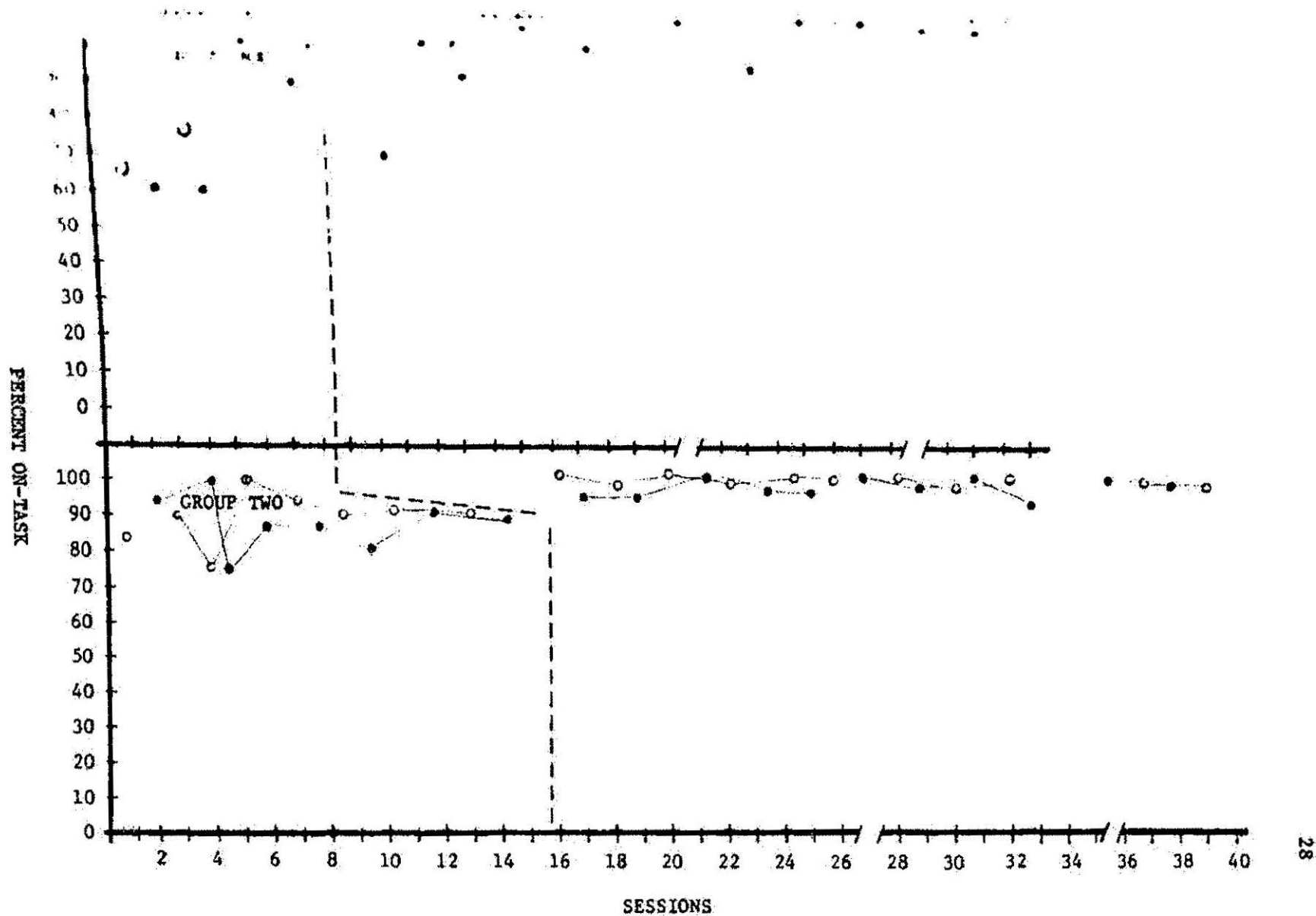


Figure 3. Percent of the intervals in which On-Task Behavior was scored for Groups One and Two.

treatment. Group One's mean percent at baseline was 20% and increased to 42% during treatment, while Group Two's baseline mean was 11% and increased to approximately 21% during treatment. Group One's behavior continued to increase to 52% during both follow-ups, while Group Two's behavior stabilized around 25% during these phases (refer to Figure 4).

Play Sessions. For the structured and free play sessions, the mean percent of eye contact across phases increased substantially to a mean of 40% at the end of treatment for Group One. Group Two showed a similar pattern, but the increases in percent of eye contact were more moderate. Additionally, for both groups, the mean rate of eye contact became more stable during the treatment and follow-up phases.

Discussion

The present study investigated the effectiveness of a "coaching" procedure to teach appropriate social skill behavior to emotionally disturbed children. The findings suggest that, at least for some behaviors, training was effective. That is, cooperation behavior showed moderate changes, while eye contact increased substantially for both groups. Additionally, while on-task behavior did not substantially increase, by the end of training this behavior had stabilized to around 95% for both groups. Throughout the study, communication behavior changed slightly.

While the children did show increases in several social behaviors, it is difficult to evaluate the social signifi-

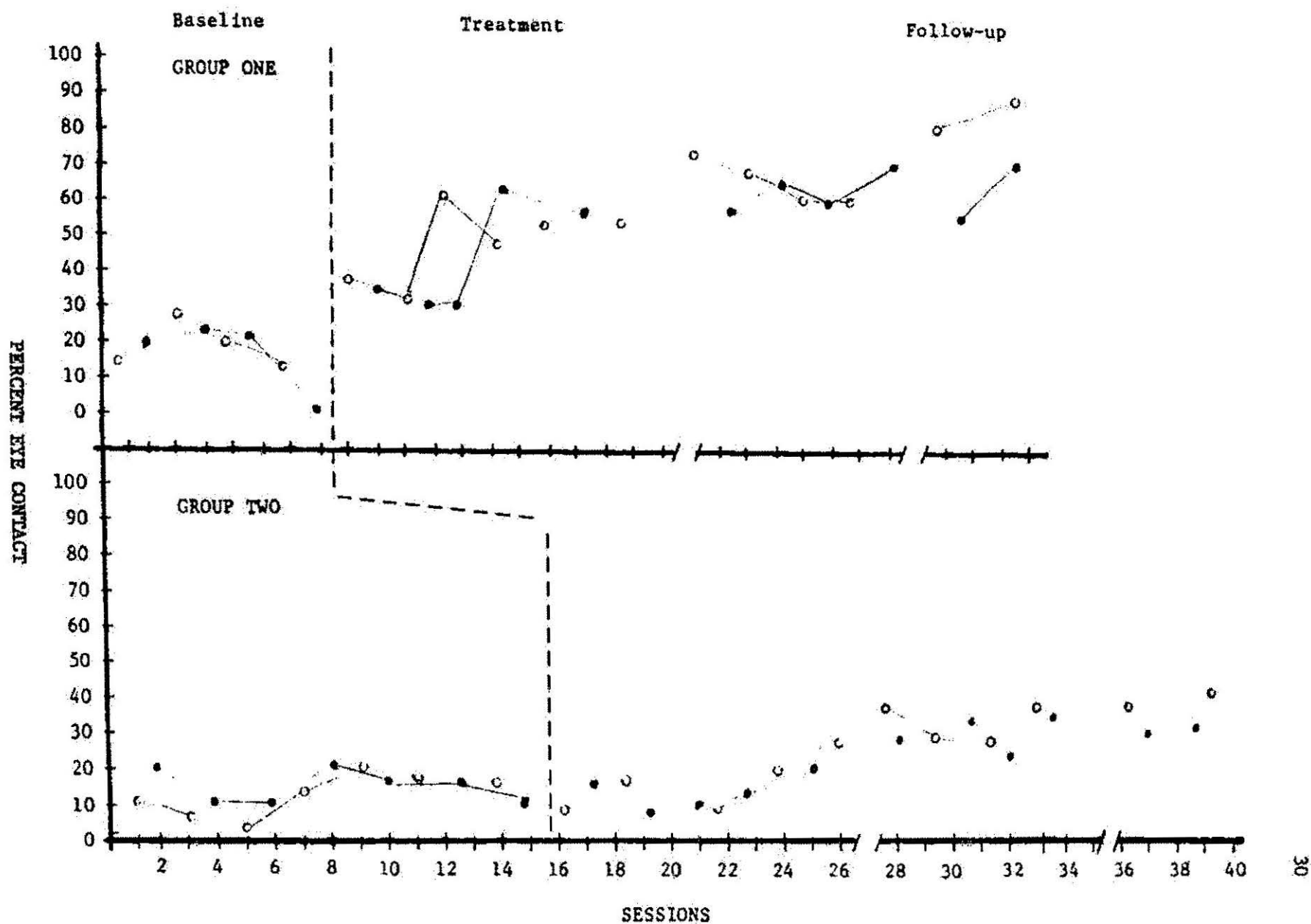


Figure 4. Percent of the intervals in which Eye Contact was scored for Groups One and Two.

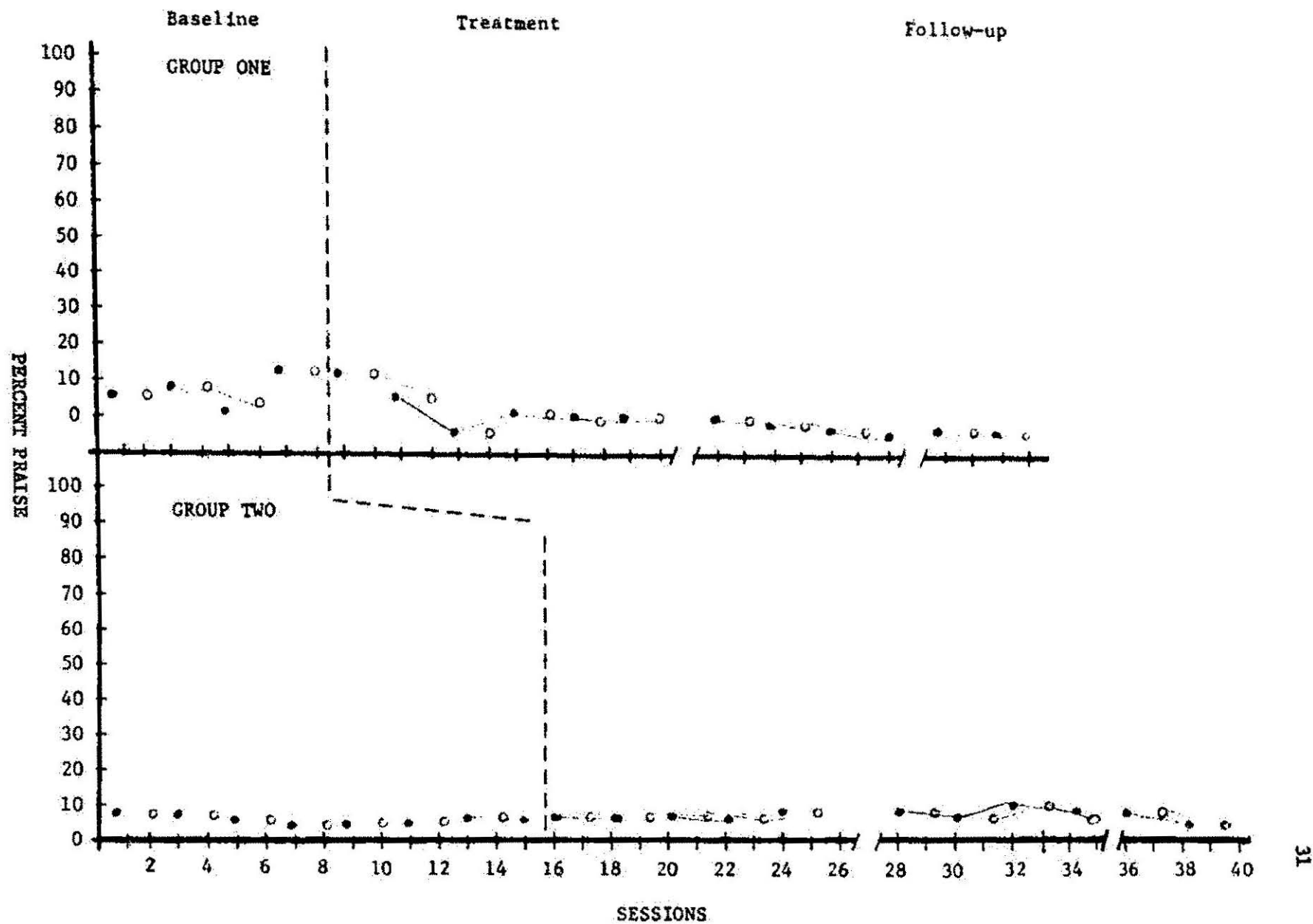


Figure 5. Percent of the intervals in which Praise was scored for Groups One and Two.

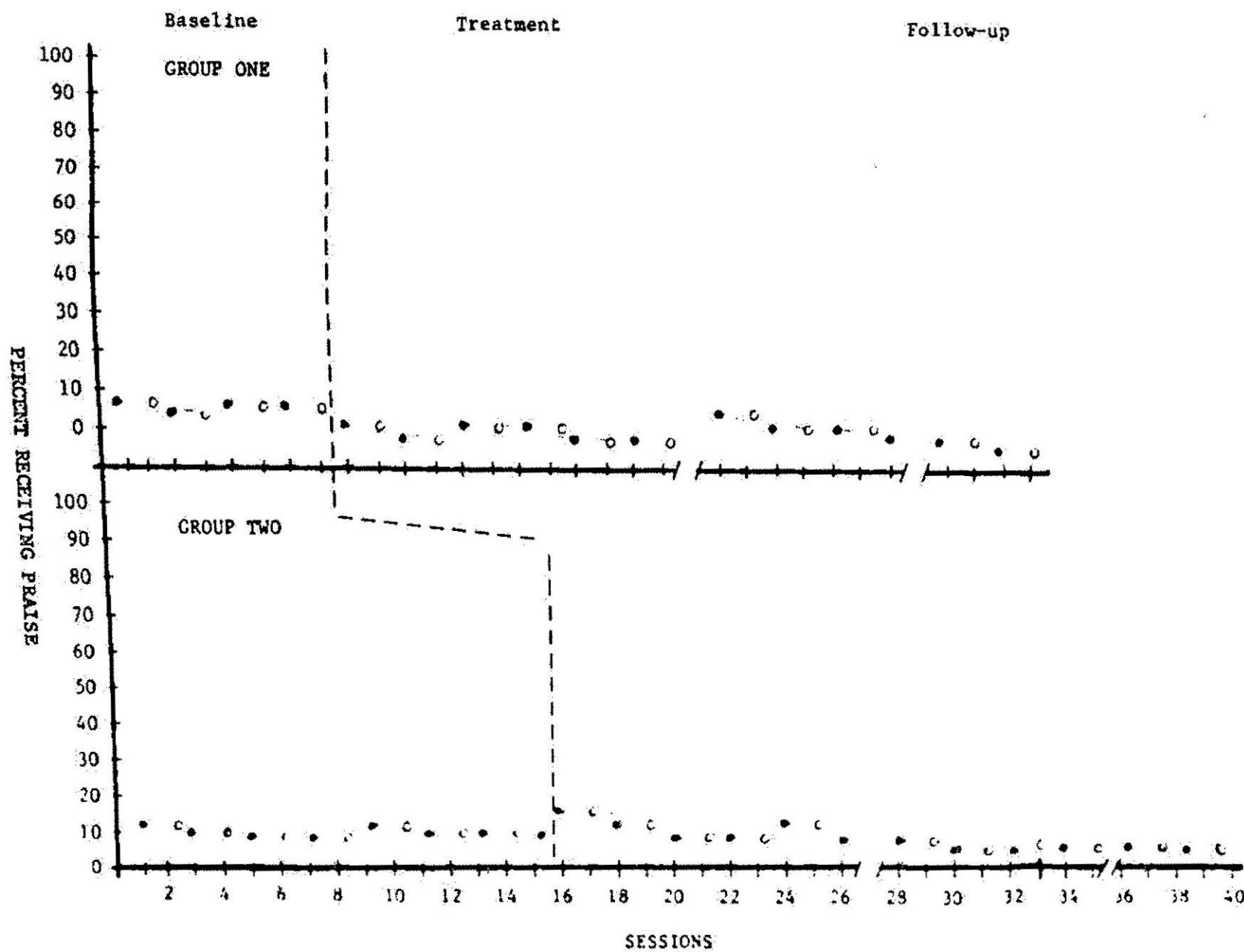


Figure 6. Percent of the intervals in which Receiving Praise was scored for Groups One and Two.

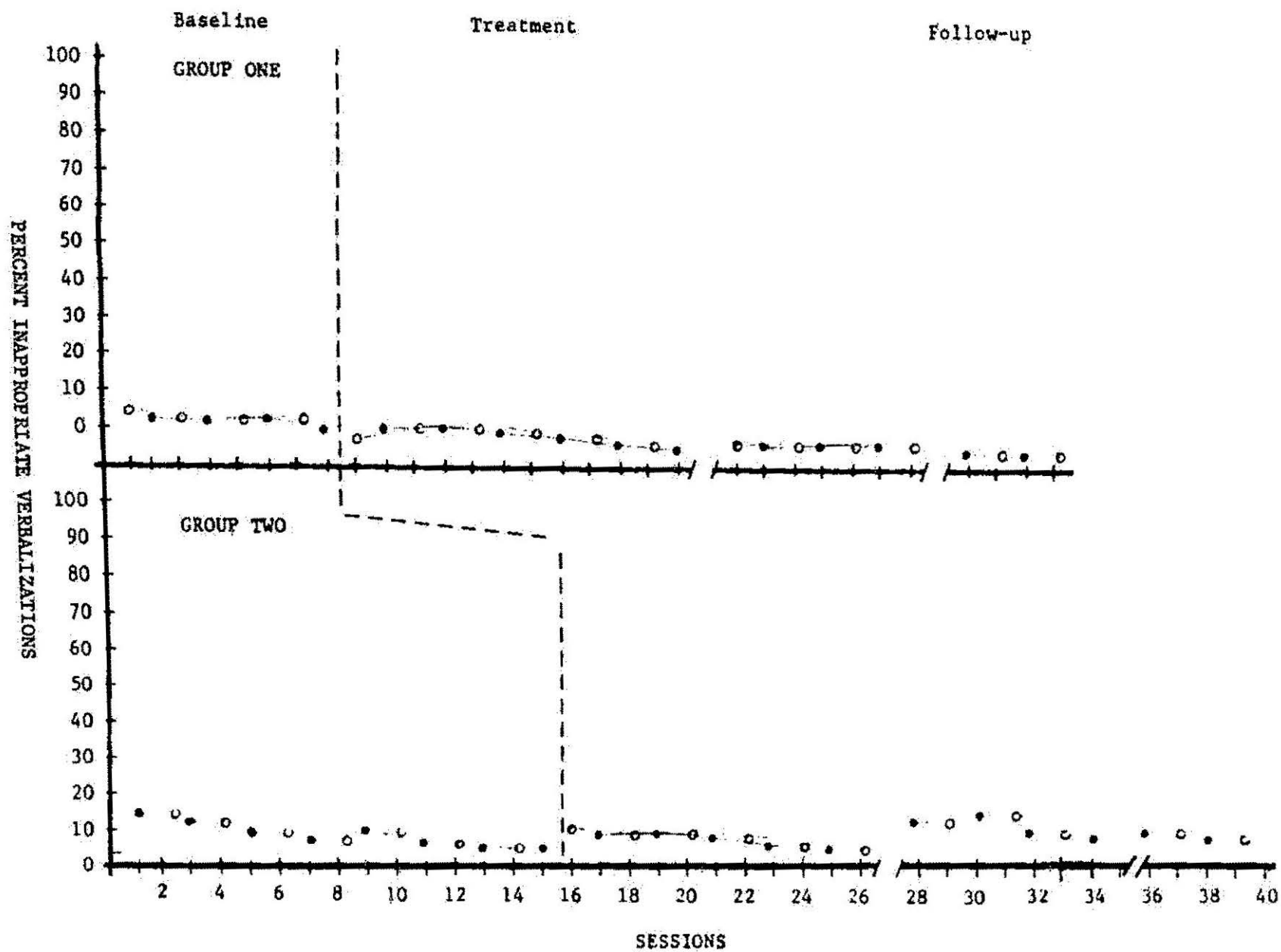


Figure 7. Percent of the intervals in which Inappropriate Verbalizations were scored for Groups One and Two.

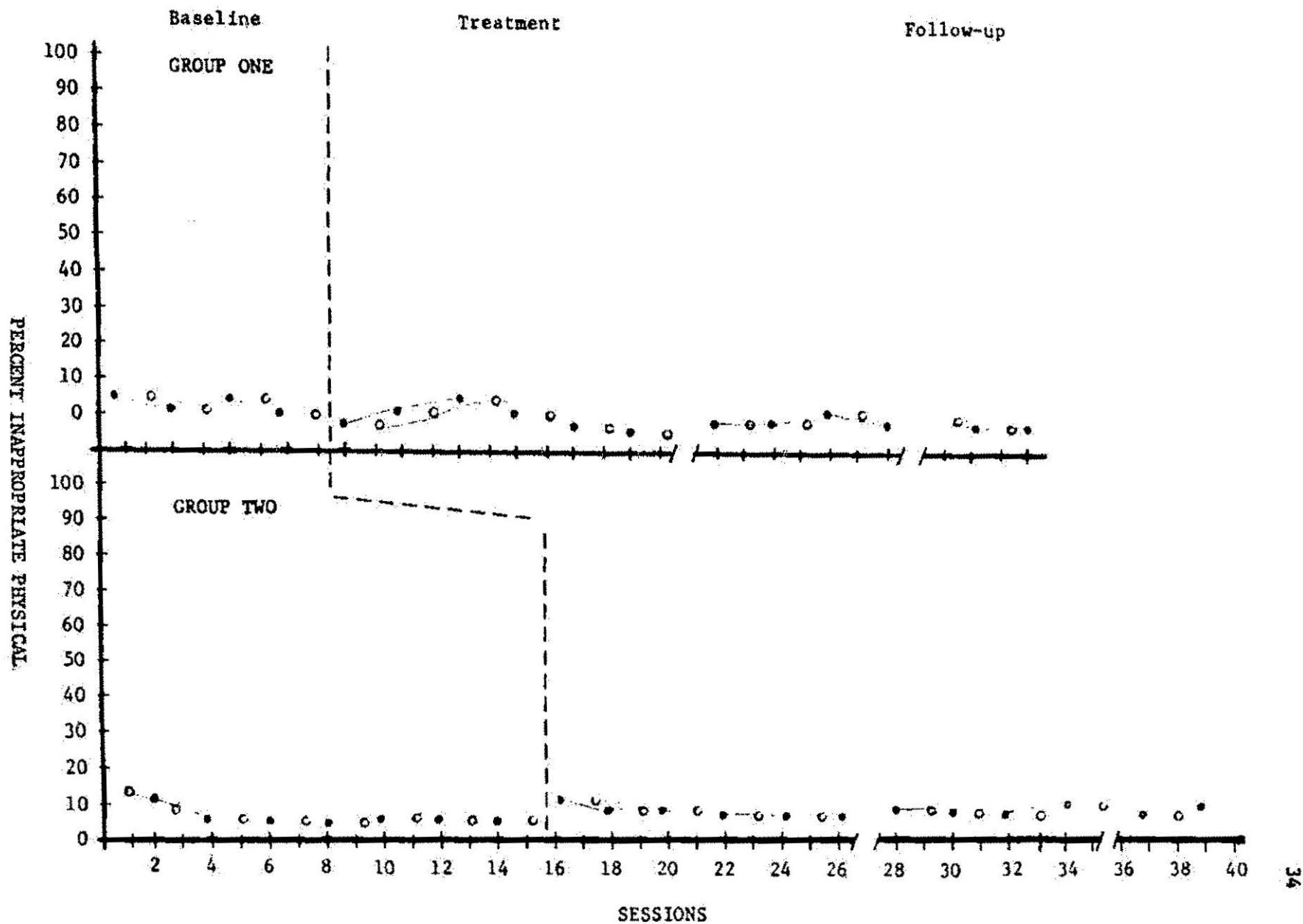


Figure 8. Percent of the intervals in which Inappropriate Physical was scored for Groups One and Two.

cance of these changes without knowing the optimal level for each of the target behaviors. An optimal rate of behavior is likely to vary with task demands, the nature of the behavior, as well as the setting in which the behavior occurs in. Thus, a higher rate of behavior is not always desirable. For example, Warren and Rogers-Warren (1976), demonstrated that a 75% rate of offers to share by children was too high in that many of the offers were not accepted by the other youngsters. Similarly, in the arts and crafts sessions in this study, a 30% rate of cooperation, while numerically low, may actually be an optimal behavior rate for this type of task. Consequently, in order to better determine the actual efficacy of the present training procedure, an evaluation of the levels of behavior that are needed to produce positive responses from peers would be helpful.

The results from the generalization sessions conducted in both the free and structured play settings essentially mirrored those of the arts and crafts training sessions. In general, it was also found that the children maintained changes in these behaviors for one month. Thus, the generalization data support the efficacy of the coaching procedure. That is, for behaviors that do change, a minimally intensive procedure like coaching may be likely to facilitate generalization.

The findings of the present study, in some respect, replicate those of Ladd (1981). In both studies, coaching was used in conjunction with verbal rehearsal in order to

facilitate retention of both the presented concepts and the corresponding behaviors. In Ladd's study, significant increases were seen in levels of question-asking and leading behaviors; whereas, in the present study, the more global category (which included the above behaviors) of cooperation was among the behaviors that changed. Additionally, Ladd reported no significant behavioral changes in support behavior, defined as giving verbal praise and encouragement to a peer. Likewise, in this study, no changes were found in either giving or receiving praise.

The results of this study are also similar to those of Agras and Toole (Note 4). In both studies, eye contact showed significant behavioral increases and cooperation behavior changed moderately; whereas, inappropriate physical behavior, praise, and receiving praise did not change. However, for all these behaviors, the percentage emitted across phases was much lower in the present study. In addition, the results from this study were more variable than those of Agras and Toole. One reason for these differing results may have been that the first study was conducted in a classroom setting, and the present study was conducted in a home setting. Therefore, the children in the classroom may have exhibited a higher rate of behavior because of the increased expectations at school versus home.

In considering the findings from these three studies, it may be that the coaching procedure is effective for more

general interactive behaviors, such as talking and paying attention, and less so for behaviors that reflect a specific skill, such as giving or receiving praise. That is, most children have the behavior of talking to their repertoire, and therefore a simple instruction may be sufficient to elicit this behavior. However, praising peers may be an unfamiliar skill for many children and may require a more intensive training procedure (e.g., modeling). In addition, two other behaviors in the present study, inappropriate verbalizations and inappropriate physical behavior, were not affected by the coaching procedures.

These two categories of negative behaviors were occurring at such a low rate throughout the study that there may have been little room for further reduction. Similarly, on-task behavior was occurring at such a high rate during baseline that there was very little room for further increases.

This study was also designed to determine the ease and efficacy of having "in-house" staff administer training. With less than two hours of training, all staff were able to implement the coaching procedures with relatively no problems. Further, their subjective reports indicated that the procedures were easy to use. Additional informal verbal reports indicated that the staff were pleased with the changes in the children's social behaviors.

In order to improve training, the following changes should be considered. First, in order to enhance the effec-

tiveness of training, it may be necessary to either lengthen the individual training sessions or increase the total number of sessions. In some cases, further improvements in the target behaviors occurred during the follow-up sessions, suggesting that the children may profit from extended training. Thus, it may be that once the children are instructed in the importance and value of pro-social interactive behaviors, they need extended time periods to practice and become comfortable with their newly developing skills. A final consideration would be to concentrate on only one social skill behavior, rather than on several within one session. In the present study, two new social behaviors were introduced in each arts and crafts session, in addition to briefly reviewing the behaviors of the previous session. This may have been confusing to the children.

To conclude, the present study demonstrates that coaching may be an effective, easy-to-implement procedure for enhancing certain social skill behaviors in emotionally disturbed children and for the facilitation of the generalization of some of these skills to new settings as well as over time. However, many behaviors showed only minimal changes, suggesting the need for some revisions in the coaching procedure. Further, it would be worthwhile to obtain some normative data regarding the optimal levels of different social behaviors in order to better evaluate treatment effectiveness and to establish reasonable treatment goals.

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All behaviors that are to be recorded are listed by their codes that are provided on the definition sheet. All behaviors will be recorded simultaneously for a 10-second period, followed by a 5-second record period. Each child will be observed for a total of 5 minutes. Place a slash (/) over the letter in the box if the behavior occurs.

Child: _____ DATE: _____ Session #: _____ Observer: _____

Reliability: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
su	su	su	su	su	su	su	su	su	su	su	su	su	su	su	su	su	su	su	su
s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec	ec
ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot	ot
iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv	iv
ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip	ip
p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p
rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp	rp
co	co	co	co	co	co	co	co	co	co	co	co	co	co	co	co	co	co	co	co

Appendix B. Behavior Definitions

The following definitions are the behaviors that will be observed for each child. Each behavior is listed, defined, and has a respective behavior code in parentheses that will appear on the data sheets. All behaviors will be recorded simultaneously. Each interval will consist of a 10-sec observe period, with a 5-sec record period.

1. Sharing (s)

This includes any verbalization from the target child to another child, such as the following: (a) inviting a peer to join in an activity; (b) accepting an invitation to join in an activity; (c) offering verbally or non-verbally to share materials with another child (or children); or (d) accepting verbally or non-verbally an offer to share materials. Any one and/or a combination of the above will be scored as SHARING. The process of sharing (i.e., when two children are actively engaged in sharing behavior) will be scored as COOPERATION.

2. Support (su)

Whenever the target child helps (either non-verbally, as in showing a child how to do something, or verbally, as in giving instructions on how to do something) another child or other children to do something that is related to the task at hand, when that child verbally requests help/assistance. Whenever the child does not verbally

verbally request assistance, but the target child offers assistance, this will also be coded as SUPPORT.

3. Eye Contact (ec)

Whenever the target child's face and eyes are directed toward another child's face at any time during an interval. Eye contact should only be scored when two children are talking to each other, listening to each other, and/or actively engaged in an interaction. Also score eye contact whenever the target child is talking, listening, or interacting with another person in the room (i.e., the teacher). Just looking at someone during an interval should not be scored as eye contact.

4. Cooperation (c)

Whenever the target child is waiting patiently for her/his turn. This category should also be scored whenever the target child and another child are working on and/or are using the same materials simultaneously. Do not score this category when the target child takes her/his turn out of place.

5. On-task Behavior (ot)

Whenever the target child is attending to the assigned activity at any time during an interval. Attending is defined as concentrating on the activity, working on the activity, and/or playing appropriately with the task materials.

6. Inappropriate Vocalizations (iv)

Whenever the target child makes excessive, disruptive, and/or inappropriate vocalizations at any time during the interval. The following are considered as inappropriate instances: (a) whenever the target child whines or cries at any time during an interval; (b) whenever the target child is talking so loudly during an interval that others are hindered from talking to or listening to another person; (c) whenever the target child is talking so softly that s/he cannot be heard by others who s/he is talking to; and (d) whenever the target child yells or screams at another child or adult during an interval. This category should also be scored whenever a child teases another child or adult.

7. Inappropriate Physical Behavior (ip)

Whenever the target child does or attempts to do any of the following behaviors during an interval: (a) slams or throws an object in the room, on the table, at the wall, or on the floor; (b) physically attacks another person (adult or child) in the room by hitting, pinching, or biting that person, and/or, in an attempt to do the above behaviors, is stopped by another child or adult; or (c) physically takes an object out of the hand of another child or adult without permission, or takes an object from the table that another person is/was using.

8. Praising (p)

This category includes any verbalization to another peer(s) from the target child which would indicate verbal approval of: (a) the peer(s) to whom s/he is talking; (b) the work of the peer(s); (c) any aspect of the peer or her/his work. Examples of PRAISE include any verbalizations, such as the following: "I like your house," "I like you," "I like your shirt," and "I like that chimney that you are making."

9. Receiving Praise (rp)

Any of the above behaviors that are listed in the praise category that are performed in response to a child's behavior. This category includes any verbalizations, such as the following examples: "I like your house, too," "I like you, also," "Thank you for saying that," and "Hey, that made me feel good." Please note that the target child need not return the praise but may just thank another child for the comment.

10. Communication (co)

Whenever the target child initiates a conversation, talks to another child when being addressed or spontaneously starts talking to another child without being instructed to do so by a teacher (e.g., "John, talk to Mary"). The content of the conversation must be situation appropriate; for example, the conversation must not contain any derogatory comments, such as any of the fol-

lowing: "I hate you," "I hate your house," "You stink,"
and "You are ugly."

Appendix C. Individual Summary Sheet

Child: _____ Group #: _____

Situation: _____

Sessions: 1 2 3 4 5 6 7 8 9 10 11 12 13 14

People:

Sharing:

Support:															
Eye															
Contact:															
Cooper-															
ation:															
On-task:															
Inappro.															
Vocaliz.:															
Inappro.															
Physical:															
Praise:															
Receiving															
Praise:															
Communi-															
cation:															

For each group, record the number of people in attendance.

Appendix D. Group Summary Sheet

Group #: _____ Situation: _____

Sessions: 1 2 3 4 5 6 7 8 9 10 11 12 13 14

People: _____

Sharing:

Support:														
Eye														
Contact:														
Cooper-														
ation:														
On-task:														
Inappro.														
Vocaliz.:														
Inappro.														
Physical:														
Praise:														
Receiging														
Praise:														
Communi-														
cation:														

For each group, record the number of people in attendance and the group mean for the corresponding behavior for each session.

Appendix E. Outline of Social Skill Training Sessions

Group 1

<u>Week</u>	<u>Session</u>	<u>Social Skills</u>	<u>Activity</u>
1 September 14	1	none	base of cabin
1 September 16	2	none	"
2 September 21	3	none	fence base of cabin
2 September 23	4	none	finish up
3 September 28	5	eye contact, on task	start roof
3 September 30	6	cooperation, review 5	build cabin
4 October 5	7	sharing, support, review 6	build cabin
4 October 7	8	communication, review 7	finish up
5 October 12	9	praising, receiving praise, review 8	compile cabin
5 October 14	10	review all sessions	paint cabin
6 October 19	11	none	decorate base
6 October 21	12	none	"
7 October 26	13	none	build extras
7 October 28	14	none	finish up

Group 2

<u>Week</u>	<u>Session</u>	<u>Social Skills</u>	<u>Activity</u>
1 September 15	1	none	same as Group 1
1 September 17	2	none	"
2 September 22	3	none	"
2 September 24	4	none	"
3 September 29	5	none	"
3 October 1	6	none	"

Appendix E continued.

<u>Week</u>	<u>Session</u>	<u>Social Skills</u>	<u>Activity</u>
4 October 6	7	none	same as Group 1
4 October 8	8	"	
5 October 13	9	eye contact, on-task	"
5 October 15	10	cooperation, review 9	"
6 October 20	11	sharing, support, review 10	"
6 October 22	12	communication, review 11	"
7 October 27	13	praising, receiving praise, review 12	"
7 October 29	14	review all sessions	"

Appendix F. Class Rules

The following class rules were posted in the front of the classroom prior to each session. Before that day's activity began, the teacher/trainer went over the rules to make sure that each rule was completely understood. The consequence for rule breaking consisted of one warning which was followed by the withdrawal of the child from the activity for the remainder of the session if the child broke the same rule again. The children who were withdrawn from the group were placed in a chair which was turned away from the activity.

List of class rules:

In order to participate in today's activity, you must follow these rules:

- (1) You must get permission to get out of the classroom for any reason.
- (2) There will be no screaming or yelling at anyone or anything in the room for any reason.
- (3) There will be no swearing.
- (4) There will be no hitting, pushing, or physical aggression toward another person or object in the room.
- (5) There will be no breaking of any object in the room.
- (6) There will be no throwing of any object in the room.

If anyone breaks any of these rules, s/he will get one warning. For anyone who breaks the rule again, s/he will be put in the time-out chair for the rest of the session.

Appendix G. Schedules for Group Homes

<u>Session #</u>	<u>Trainer</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

Appendix H. Running the Training Sessions

The following is a list of things to do during the training sessions. Please follow this list during all sessions and go in order.

1. Tell the children that before they start building their model cabins you would like their attention for a few minutes.
2. Verbally state each rule on the list of Class Rules.
3. Emphasize that they should build their cabins the way they want to.
4. Answer any questions that a child has.
5. Tell the children that today you would like them to work on a specific part of the cabin (refer to Appendix E).
6. Start the activity.
7. For baseline sessions, skip down to #11.
8. About 20 min into the session, refer to that day's training script and present the advantages and disadvantages (positive and negative). Then go through the positive and negative examples. Verbally correct any inappropriate responses.
9. After all the children have responded, allow them to finish working on their projects for the remainder of the session.
10. At the end of the session, refer to the conclusion section on the training scripts. Read this to the children. Answer any questions.

Appendix I. Trainer's Script

Behavior: Eye Contact

Positive: When you are talking to someone, it is nice to look into that person's eyes or directly at that person so that you can show her/him that:

1. You are her/his friend.
2. You are talking to her/him.
3. You like to talk to her/him.
4. You mean what you are saying.
5. You are being sincere.
6. You want her/him to listen to you.

Negative: If you don't look at a person or her/his eyes when you are talking to her/him, you may make her/him think that you are:

1. Not talking to her/him.
2. Not her/his friend, or that you really do not like her/him.
3. Not telling the truth, or that you don't really mean what you are saying.
4. Not interested in her/him.
5. Not paying attention to her/him, or that you don't want her/him to pay attention to you.

Positive example: Show me an example of how you would look at someone when you are talking to her/him.

Appendix I continued.

Negative example: Show me what it looks like when you talk to someone without looking at them.

Conclusion:

When you are talking with a friend, or someone you like, it is a good idea to look into her/his eyes so that you can show her/him that you are talking to her/him, you are her/his friend, you like her/him, and that you mean what you are saying to her/him. If you don't look directly at a person's face or eyes when you are talking to her/him, you may be showing her/him that you are not interested in her/him, you are not her/his friend, you do not mean what you are saying, or that you are not paying attention to her/him.

Appendix J. Trainer's Script

Behavior: On-task

Positive: It is good to do things that you are supposed to be doing, when you are supposed to be doing them, because:

1. You get things done.
2. You get things done on time.
3. You don't get behind, so you don't have to catch up.
4. You learn more, because you are doing something.
5. You have more fun.
6. You are able to remain in the group and do things that your friends are doing.
7. You are not left out of anything.

Negative: It is not a good idea to be doing something else other than the assigned activity (or work) because:

1. You miss out on parts of the activity.
 2. You have to catch up because you are behind.
 3. You miss out on the fun that your friends are having.
 4. You are left out of things, or the other kids may leave you out because you are behind.
 5. You don't learn as much.
 6. You may have to leave the group because everyone else is ahead of you.
-

Appendix J continued.

Positive example: Give me an example of being on-task during an activity.

Negative example: Give me an example of not being on-task during an activity.

Conclusion:

It is better to work hard at things when you are asked to because you can learn a lot, have fun, get things done on time, and you won't be left out of anything. It is not a good idea to get behind on your work because then you may miss out on a part of an activity, you have to catch up on your work, and you may not learn as much. You also might miss out on some fun that your friends are having.

Appendix K. Trainer's Script

Behavior: Cooperation

Positive: It is a good idea to cooperate with other people with whom you are in contact during an activity, because:

1. You can avoid arguments or making other people mad.
2. You can get things done on time.
3. You can have fun and make friends.
4. You can avoid being "told off" by others who want you to cooperate.
5. You may be liked by your friends if you cooperate with them when they ask you to do something.
6. You are being nice to your friends and are having fun as well.
7. You are working together with your friends.

Negative: It is not good to be uncooperative because you may:

1. Make people mad at you.
 2. Not have as much fun as you would have if you had been cooperating.
 3. Be "told off" by someone who wants you to cooperate.
 4. Make your friends think that you are being selfish.
 5. Make your friends think that you really don't like them.
-

Appendix K continued.

Positive example: Give me an example of cooperation.

Negative example: Give me an example of not cooperating
with your friends.

Conclusion:

It is a good idea to cooperate with your friends because you are showing them that you are willing to share and do things when you are willing to do things when you are asked to do them. It is also a good idea because you are likely to have more fun and be able to do more things during an activity. By not cooperating, you are being selfish, you may be making people mad, and you may not have as much fun. You might also make your friends think that you really don't like them.

Appendix L. Trainer's Script

Behavior: Inappropriate Physical Behavior

Positive: It is good to be nice to your friends and not hit them, push them, or break things of theirs because:

1. You should be nice to your friends.
2. You want your friends to like you.
3. You would not want your friends to hurt you.
4. You will have fun with you friends if you are nice to them.
5. You are their friend.

Negative: It is not a good idea to hit, push, bite, or hurt your friends or break something of theirs because if you do:

1. Your friends may not like you.
2. You may have very few friends left.
3. You won't have fun with your friends, because you will be fighting with them.
4. Your friends are not going to think that you are being very nice.
5. You are being mean.

Positive example: Give me an example of playing with your friends nicely.

Negative example: Tell me, without showing me, an example of not playing nicely or being mean to your friends.

Appendix L continued.

Conclusion:

Therefore, it is not a good idea to hit, push, bite, or take things away from your friends, because you want to be nice to your friends. By being nice to your friends, you are showing them that you like them and that you want them to like you. You are also showing your friends that you do not want to hurt them. By doing this, you will have more fun with your friends. However, if you do hurt your friends or break something that one of your friends has, you may have very few friends left, and your friends may not like you. You are also showing your friends that you are being mean to them.

Appendix M. Trainer's Script

Behavior: Sharing

Positive: It is nice to share with your friends because you can:

1. Avoid arguments.
2. Show that person that you are her/his friend.
3. Show friends that you are not selfish.
4. Give everyone a chance to play with the same things that you are playing with.
5. Invite others to share with you and others will like you.

Negative: It is not a good idea to not share with other people because:

1. You may make that person mad, unhappy, or sad.
2. You may make that person think that you are not her/his friend.
3. You are being selfish and others won't like you.
4. Others may not share with you.

Positive example: Give me an example of sharing.

Negative example: Give me an example of not sharing with your friends.

Conclusion:

If you share, you are more likely to make more friends, make better friends, make your friends happy, be able to show people that you can share and that you will also have fun.

Appendix M continued.

sharing. It is not a good idea not to share because others may think that you are being selfish, you are not giving everyone an equal chance to play with everything, and you may make your friends mad.

Appendix N. Trainer's Script

Behavior: Supportive

Positive: It is nice to help your friends out when they ask you to or when you see that they are having trouble doing something, because:

1. You are showing them that you are their friend.
2. You are being nice to your friends.
3. You are showing them how to do something that they may not know how to do.
4. You are helping them out, and maybe when you need help they will help you out in the same way.
5. You are doing a friend a favor.
6. Your friends will like you.

Negative: It is not nice to not help someone out when they need help because:

1. You are not showing them friendship.
2. You are not doing them a favor.
3. Maybe when you need help they may not be so willing to help you because you did not help them.
4. Friends will think you are selfish.
5. Your friends may think you don't like them.
6. Your friends may not like you.

Positive example: Give me an example of sharing with your friends.

Appendix N continued.

Negative example: Give me an example of not sharing with your friends.

Conclusion:

By showing people that you are willing to help them out, you are showing them friendship. You are also showing them that you really do care about your friends and that you want them to succeed at what they are doing. You are also giving them something that they may give back to you when you are having a problem—assistance. By helping others, you are showing people that you are interested in them and their problems. Helping can be fun. If you choose not to help your friends out when they are having problems, they may not do you a favor when you need help. This is not a good idea because you may also make your friends think that you don't care about them or their problems.

Appendix O. Trainer's Script

Behavior: Inappropriate Vocalizations.

Positive: It is a good idea not to whine, cry, yell, or scream at someone you like because:

1. You want people to listen to you.
2. You want people to like you.
3. You will make more friends.
4. You will sound pleasant when you talk.
5. Your friends won't get made at you.

Negative: It is a bad idea to yell, scream, whine, or cry at your friends or someone you like because:

1. That person may not listen to you.
2. You want people to like you, and they may not if you do.
3. Your friends may not want to be around you.
4. You will sound unpleasant to others while you talk.
5. Your friends might get mad at you.

Positive example: Give me an example of saying something nice to your friends.

Negative example: Give me an example, without saying any swear words, of saying something that is not so nice to your friends.

Conclusion:

Therefore, it is a good idea to talk nicely to your friends so they will like you, will listen to you, and will want to

Appendix O continued.

be around you a lot. If you yell, scream, or cry at your friends, they may not like you as much, or they may get mad at you.

Appendix P. Trainer's Script

Behavior: Communication (talking nicely)

Positive: It is nice to talk about things nicely to your friends because:

1. You are being open and friendly.
2. You are sharing your ideas and showing friendship.
3. You are showing your friends that you like them.
4. You are able to avoid problems by telling people what you think or what you want or what you have done or will do.
5. You are making an effort to get to know people.

Negative: It is not good to ignore people or not talk to them because:

1. You may be letting things go by without telling people what you think or want.
2. Bad communication sometimes starts arguments and makes people like your friends mad.
3. You are not showing good friendship.
4. You may not be showing your friends that you like them.
5. You may hurt people's feelings.

Positive example: Give me an example of talking nicely to your friends about things.

Negative example: Give me an example of not talking to your friends.

Appendix P continued.

Conclusion:

It is important to talk openly and clearly so that people will know that you like them and that you want to share your ideas with them. It is also nice to communicate with people so that they will know exactly what you mean or what you want from them. By talking to your friends, you may find that you will make more friends and have more fun. It is not a good idea to ignore or not to talk to your friends, because they may think that you are being unfriendly, that you don't like them, or that you don't mean what you say.

Appendix Q continued.

5. Not paying attention to your friend.

6. Not being nice to your friend.

Positive example: Give me an example of complimenting someone.

Negative example: Give me an example of criticizing someone.

Conclusion:

By telling someone that you like what s/he is doing, you are letting that person know that you are her/his friend and that you like her/him. You are also letting that person know that you care about her/him and that you want her/him to know that you think what s/he is doing is pretty good. By showing a person this type of friendship, you are letting her/him know that s/he is important to you. If you show a friend that you like what s/he is doing, s/he may tell you that s/he likes what you are doing. If you don't tell your friend that you like her/him or what s/he is doing, you may be showing her/him that you really do not care about her/him or do not like her/him or that you don't want to pay attention to her/him. You are also not being very nice to your friend.

Appendix R. Trainer's Script

Behavior: Receiving Praise (receiving compliments)

Positive: By saying something nice to your friend after s/he tells you that s/he likes what you are doing or what you did, you are showing that person that you:

1. Appreciate or like her/him to say nice things about your work.
2. Are being polite.
3. Are showing that person that you like her/him and that you care about what s/he thinks about your work.
4. Would like her/him to say more nice things about your work in the future.

Negative: By not saying anything nice to your friend when s/he compliments you or your work, you are showing her/him that maybe:

1. You don't care about what s/he thinks about your work.
2. It doesn't matter to you what s/he says to you about your work.
3. You are not paying attention to what s/he says or does.
4. You are really not interested in her/his saying anything nice about your work again.

Positive example: Give me an example of saying something nice to someone who has complimented you.

Appendix R continued.

Negative example: Give me an example of not saying something nice to someone who has complimented you.

Conclusion:

By saying how much you appreciate or like what another person has said about you or your work, you are showing friendship. You are also showing that person that you like her/him and that you are interested in what s/he thinks about you or your work. By telling someone thank-you or telling her/him that you liked what s/he said about you, you are telling her/him that you would like her/him to say more things about your work in the future. It is also nice to tell your friend how much you like what s/he says. If you do not tell your friend that you appreciate what s/he says to you about your work or yourself, you may make her/him think that you do not care about her/him, about what s/he says, or that you are not really paying attention to her/him.