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A Multiple Baseline Analysis of the Use of a Social Skills Training Package with Shy Children

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A MULTIPLE BASELINE ANALYSIS OF THE USE OF A
SOCIAL SKILLS TRAINING PACKAGE WITH SHY CHILDREN

by

Patricia A. Haist

A Thesis
Submitted to the
Faculty of the Graduate College
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A MULTIPLE BASELINE ANALYSIS OF THE USE OF A
SOCIAL SKILLS TRAINING PACKAGE WITH SHY CHILDREN

Patricia A. Haist, M.A.

Western Michigan University, 1981

The effects of social skills training were examined in a multiple baseline across behaviors design. Three shy children were taught four component conversational skills: expressing feelings, expressing opinions, agreeing with another's opinion, and praising others. The training package consisted of instructions, modeling, rehearsal, feedback, and reinforcement. Results indicated that treatment was highly effective for each child. The subjects' improvement remained evident at two- and four-week follow-up sessions. Generalization to novel role play situations was variable within and across subjects. Extra-laboratory measures of generalization did not yield significant pre-, post-training results.

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Patricia A. Haist

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INTRODUCTION

The quality of a child's peer interactions is a crucial contributing factor to his/her psychosocial adjustment. A deficit in social skills could be directly related to problems of adjustment later in life. The opportunities for social learning are limited for children who are socially isolated. It has been reported that many children go through school friendless. In one school system 6% of 3rd - 6th grade children reported having no friends in their classrooms and an additional 12% reported only having one friend (Gronlund, 1959). It has been documented that these individuals are more likely than their peers to drop out of school (Ullman, 1957), to be associated with high rates of delinquency (Roff, Sells, & Golden, 1972), to receive bad conduct discharges from the military (Roff, 1961), and to experience later mental health problems (Cowen, Pederson, Babijian, Izzo, & Trost, 1973).

A shy child, one with poor social skills, may be ignored, rejected or mistreated by peers. It is likely that this child experiences aversive conditioning when he attempts to interact with peers. This type of negative experience is likely to foster more maladaptive response patterns (further withdrawal, hostility toward peers, etc.) which may cause the child to be even less popular. If a pattern of disruptive social behavior emerges, it is likely that it will be maintained by adults and other children who reinforce it with attention. For these reasons training in positive social skills is seen not only as an attempt to increase desirable behaviors but also as an attempt

to provide children with alternatives to negative behaviors.

Bellack and Hersen (1978) point out that an important factor in social skills involves "maximization of reinforcement". Primary sources of reinforcement for children are parents, siblings, peers, and teachers. In order to obtain reinforcement from these sources a child must possess the appropriate social skills. A child who lacks those skills is likely to experience anxiety, frustration, social failure, isolation, and withdrawal. In addition, he is likely to contact little reinforcement. "Social skills are, thus, vehicles for receiving and, indirectly, avoiding or reducing other dysfunctional behavior" (Bellack & Hersen, 1978, p. 172).

Not only are social skills an important vehicle for receiving reinforcement, but they also play a role in delivering reinforcement. A child usually shows an increase in his use of "social reinforcers" (showing positive attention, approval, and affection) during the pre-school years (Charlesworth & Hartup, 1962). Problems are likely to arise if a child has a limited history of using social reinforcers.

Behavioral techniques have been documented as promising approaches to assessing and treating socially withdrawn children. A number of procedures from social learning theory have been used including: reinforcement, modeling, instructions, rehearsal, and feedback.

The efficacy of reinforcement contingencies in modifying social withdrawal was found in an early study by Allen, Hart, Buell, Harris, and Wolf (1964). Teacher attention was manipulated as a positive reinforcer for a preschooler who exhibited a low rate of social interaction with peers. Attention was given consequent to interaction with another

child. A reversal design was used to evaluate this procedure. The results showed a marked increase in interaction with other children and a decrease in one-to-one interactions with adults. In similar studies Buell, Stoddard, Harris, and Baer (1968), and Hart, Reynolds, Baer, Brawley, and Harris (1968) socially reinforced the play behavior of isolated children. The results indicated a dramatic increase in the amount of play behavior exhibited by these children.

A treatment regimen comprised of reinforcement, modeling, and instructions was found to increase rates of 'social emotional behaviors' (e.g. smiling, or sharing) in socially deficient target children. Those behaviors were also found to increase in non-targeted children who interacted with the target population (Cooke & Apolloni, 1976).

In a study that consisted of instructions, behavioral rehearsal, modeling, and feedback an improvement was found in the performance of unassertive children on specific response components and overall assertiveness (Bornstein, Bellack, & Hersen, 1977). In a multiple baseline design large increases were found for both trained and untrained role play scenes.

Modeling procedures were investigated by showing children films or videotapes of other children approaching each other to join in an activity or conversation. The children in the films or videotapes were shown to be receiving positive experiences as a result of the approach behaviors (O'Connor, 1969, 1972; Keller & Carlson, 1974). Those viewing the film or videotape were found to increase their peer interactions while a control group who viewed a neutral one did not. It was documented that only one viewing of the film or videotape can

have marked effects on withdrawn children.

Oden and Asher (1977) found coaching to be an effective method in teaching isolated children social skills. The results of this study were impressive in that coached children moved to even greater levels of peer acceptance as indicated by a one year follow-up assessment.

In a recent study by LaGreca and Santogrossi (1980) groups of children were trained in social skills by the use of modeling, coaching, and behavioral rehearsal techniques. Relative to children assigned to an attention placebo group or a waiting list control group, those who were trained in social skills exhibited an increased skill in role play situations, an increased verbal knowledge of how to interact with peers, and an increased frequency of initiating contacts with peers at school.

Much of the aforementioned research has focused on social skills training with preschool populations (Allen, et al., 1964; Buell, et al., 1968; O'Connor, 1969, 1972; Keller & Carlson, 1974). There is a clear deficit in the literature in this area focusing on older children. The present study investigated whether older children who evidenced difficulty in relating to peers will experience similar success in social skills training. It is unclear whether the results of research on preschoolers is meaningful when applied to older children since social situations faced by each population differ considerably. Since older children with social skills deficits fall progressively further behind their socially competent peers it was believed that they would benefit most from inclusion in this study.

Trower (1980 , p. 337) states "Speech is the most prominent deficit in

contributing to impressions of social incompetence". It is for this reason that the conversational aspect of social skills was addressed in the present research. The aim of this study was to utilize a multiple baseline design across behaviors in order to examine the effectiveness of a social skills training package with three shy boys. It was hypothesized that as the child was taught the skills his ability to communicate with and respond more effectively to others in the natural environment would improve. In addition, it was hypothesized that maladaptive behaviors would be replaced as the acquisition, performance, and reinforcement of more adaptive social behaviors occurred. The training package consisted of instructions, modeling, rehearsal, feedback, and reinforcement.

METHOD

Subjects

The subjects were drawn from the caseloads of therapists at a local mental health agency. The criteria for selection were low rates of social interaction. This was determined by the therapist's contact with the child and from teacher and parent reports. Children were referred who were characteristically cooperative but shy. The subjects, along with their mothers, were told of the research nature of the project as well as their volunteer status. It was explained that the social skills training program was expected to increase the interpersonal skills of the children involved.

Subject 1

This boy was 11 years old and in the 5th grade. He was referred to the study because of a poor self-concept and a difficulty in socializing. His therapist stated that he "feels isolation in peer relationships". His mother reported that "he is making few friends this year" and that he "doesn't understand why kids avoid him".

Subject 2

This boy was 12 years old and in the 7th grade. He was referred to the study because of an "immaturity problem". It was stated that he "seems to be an outsider in peer groups" and that he "is not socializing well".

Subject 3

This subject was 14 years old and in the 7th grade. He was referred for inclusion in this research project because of a poor self-concept. He was characterized as being friendless and isolated. This boy was extremely unhappy in the school setting and was frequently absent. His therapist described him as being a "poorly socialized, passive boy".

Setting and Equipment

The sessions took place in an office in the agency from which the subjects were referred. Three chairs were arranged in a triangle to accommodate the subject, the trainer, and the prompter. (A female graduate student in psychology served as the prompter.) An audio tape recorder was placed on a small table between the subject and the prompter for assessment purposes. A chalk board was used to keep tally marks of points collected by the subject and the prompter during the training phases. The role play scenes and instructions were typed on 4 x 6 cards. The trainer and prompter each had a set of these cards.

Target Behaviors

The social skills were taught in two phases with each phase consisting of two component behaviors. The phases entitled Self-Expressive Skills consisted of expression of feeling and expression of opinion, while the phases entitled Other-Enhancing Skills consisted of stating agreement with another's opinion and praising others.

These skills were taken in part from a taxonomy suggested by Rinn and Markle (1979, p. 110-111).

Scoring Criteria

The necessary criteria for a response from each component to be scored are outlined below.

Self-Expressive Skills

Expression of Feeling. To be scored as an expression of feeling the utterance must contain a clause (subject and verb) that included an expression of feeling. For example, "I wish ...", "I hope ...", "I like ..." etc. The clause could also contain an adjective that communicated goodness or badness. For example, "That's great".

Expression of Opinion. To be scored as an expression of opinion the utterance had to contain a clause that included a clear expression of an opinion. For example, "I thought ...", or "I don't think ...".

Other-Enhancing Skills

Agreeing with Another's Opinion. To be scored as an agreement with another's opinion the response had to contain a clear expression of agreement. For example, "You're right", "I think so too", "I don't think so either", or "I agree".

Praising Others. To be scored for this category the response had to include an expression of reinforcement of a specific behavior, item or attribute. Instead of "That's good" the response had to be more

specific in order to be scored. For example, "That's a good score".

Role Play Situations

Five role play situations were devised to assess each component. Listed below is an example of one situation from each component. (For a complete listing of role play situations see Appendix A.)

Self-Expressive Skills

Expression of Feeling. Situation: You have made a good grade on a test. The teacher says,
Prompt: You made the highest grade in the class.

Expression of Opinion. Situation: You just saw the movie Star Wars and a friend asks you,
Prompt: What did you think of that movie?

Other-Enhancing Skills

Agreeing with Another's Opinion. Situation: You really like your teacher and think he's a lot of fun in class. A kid in your class says,
Prompt: I really like Mr. _____. What do you think about him?

Praising Others. Situation: A friend of yours has been doing really well in arithmetic. He says,
Prompt: Can you believe it? I made another good grade in math!

In addition to these skills the subject was also encouraged to speak in a loud, clear voice and to look directly at the person to whom he was talking. Although these behaviors were not recorded, it seemed important to prompt the subject to use them, as they would possibly enhance his overall social skill performance.

Procedure

Baseline

In order to evaluate the effectiveness of the intervention, baseline measures were taken prior to the onset of the training sessions. This phase of the study was also necessary for determining the child's skill level and if indeed, he was deficit enough in the skills being taught to qualify for and benefit from training. It was explained to the child and his parents that if he proved to be successful on 75% of the role play situations from each category during baseline, he would not participate in training. During baseline no instructions, modeled responses, reinforcement, or feedback were provided.

Training

Following baseline assessment, all subjects received six weeks of individual social skills training consisting of three 15-minute sessions per week. As a multiple baseline design indicates, training was applied sequentially and cumulatively to the four target behaviors over the six week period.

The training program involved the use of instructions, modeling,

rehearsal, feedback, and reinforcement. Each subject was informed that the purpose of the training sessions was to learn better ways of playing and working with others. The following instructions were given at the onset of training:

For the next few weeks you are going to be able to earn prizes for learning some new things. We are going to show you some new ways of acting around other kids and how to make friends easier. When you are able to do these things well you will receive points for prizes. So that we can practice what might really happen between you and your friends, or family, or the people at school, we will be pretending some things. At times we will pretend you are at home, at school, or out playing. Each imaginary situation will be about you doing something with someone else. When I describe each situation I want you to really try to pretend that you are part of the situation. To make it even more real, Sean will pretend that she is the other person in the situation. She will pretend to be someone from school, a friend, or someone in your family. She will say something to you and you try really hard to imagine that she is that person. When she is finished talking, you say what you would say if you were really with that person. Do you know what I mean?

The training of each component skill proceeded according to the following steps: (1) Instructions - the trainer introduced the topic by explaining the object or function of the skill being taught. (See Appendix B for the instructions given for each component skill.)

(2) Questioning - the trainer asked the subject to repeat the instructions in his own words. The trainer coached and prompted the subject in the correct answer. The subject received a point on the chalk board for an appropriate response. (3) Modeled response - the trainer read aloud a situation and prompt requiring the particular skill. The

prompter then modeled the correct response. The trainer praised the prompter and awarded her with a point. The activity of awarding both the subject and the prompter with points provided an air of friendly competition and added motivation. In addition, the subject observed the prompter performing the appropriate behavior and receiving the desired reinforcement for doing so (Bandura, 1962). (4) Review - the trainer pointed out the cogent aspects of the modeled response for the subject. (5) Subject's response - the subject was asked to listen to a situation (read aloud by the trainer) and prompt (presented by the prompter), and then made his response. It was not necessary that the subject restate verbatim what had been said by the prompter. His response was considered appropriate as long as it contained a subject and a verb and the component skill being taught. (6) Feedback - the subject received a point for each appropriate response. The trainer and prompter both provided excited praise for correctly reproduced components of the skill. If the subject gave no response or an inappropriate response, the trainer returned to the modeled response and completed the sequence.

Following the training session the points accumulated by the subject and the prompter were totaled. (The subject always earned more points than the prompter, as he was given more opportunities to respond.) The subject then turned his points in for a prize. Each subject was questioned during baseline as to the type of inexpensive prizes that would be appealing to him. This was hoped to aid in establishing the effectiveness of the reinforcer. The prizes consisted of inexpensive items such as a yo-yo, a 45-rpm record, a set of markers, a Frisbee, etc.

Before the first training session the subject was asked to rank order the prizes to determine the number of points they each would be worth.

Assessment

The effects of training were assessed following each training session. The role play scenes were randomized and the assessment sessions proceeded while being audio-recorded. First, the trainer described a particular situation. Next, the prompter delivered the prompt to be answered as if the subject and the prompter were in the situation described by the trainer. Finally, the subject responded to the prompter. If the subject gave no answer or an inappropriate answer, the assessment proceeded with no attention being drawn to the mistake. There was no reinforcement delivered during the assessment phase.

Follow-up

At two- and four-week intervals following the final training session, follow-up sessions were conducted. The follow-up sessions followed the same procedure as the assessment sessions. As during baseline, no experimental manipulations were carried out in this phase.

Generalization Measures

Training was conducted on four of the five role play situations designed for each class of verbal response. The remaining scene was used to assess generalization. In addition, an effort was made to

tailor the role play scenes to each individual child by including teachers' names, friends' names, and specific places. By individualizing the role play scenes it was hoped that they would be more generalizable to what actually happens in the child's natural environment. Another effort was made to determine whether or not the training was generalizing. A teacher or counselor of each subject was asked to rate him on a number of continua relevant to the component skills being taught. The teacher or counselor was to rate the subject on seven areas along a five-point scale that included frequently, sometimes, and never. An example of a question that was asked is: "Does this child readily express his feelings?" These subjective judgements of the subjects were made both before the onset of training and after training was over. (See Appendix C for the complete rating scale.) In addition, a before and after observation was made of the subject at school. The observation was made during a time that was conducive to peer interactions (lunch, recess, free-time, etc.) without the subject's knowledge. During the 15-minute observation it was noted each minute whether or not the subject was interacting, whether the interaction was with another child or an adult, whether or not the subject initiated the interaction, and whether or not the interaction was positive or negative. (See Appendix D for an example of the observation recording form.)

Interobserver Agreement

In order to determine the reliability of the primary observer's scoring of the tapes, a reliability observer scored 50% of the baseline

and assessment sessions selected at random for each of the three subjects. Agreement was scored if both raters acknowledged the occurrence of a target response. Percent agreement was calculated by dividing the total number of agreements by the total number of agreements plus disagreements multiplied by 100.

RESULTS

The data on Self-Expressive and Other Enhancing Skills are presented for each subject in Figures 1 - 3. These figures show the results of the multiple baseline analysis of four dependent measures for each subject across baseline, training, and follow-up. Each closed data point on the graphs represents the number of responses made using the particular component skill, per four role play situations for that skill. Although only four role play situations were trained, it was possible, in most cases, for the subject to provide more than one appropriate response for each situation. It is for this reason that the vertical axis on the graphs goes beyond four responses. The open data points on the graphs represent responses to the generalization role play situation for each component. When compared with the assessment data (closed points) the generalization data (open points) look low. It must be remembered though, that there was only one generalization role play situation per component skill. Since there was a built-in limitation of only one generalization role play per component skill, if the subject had a score of one, or possibly two, he reached the ceiling for generalization to that skill. If there was an appropriate response made to a generalization role play, it can be taken to mean that the subject generalized the training to that novel situation.

Experimental control was demonstrated in that the behavior in each baseline increased only as training was implemented on that baseline. As can be seen from the figures, baseline data were generally low and

Figure 1.

Sessions across baseline, training and follow-up for Subject 1.

A multiple baseline analysis of the number of responses per four role play situations for: Expression of Feeling, Expression of Opinion, Agreeing with Another's Opinion, and Praising Others. The closed data points represent the number of responses made using the particular component skill, per four role play situations for that skill. The open data points represent responses to one novel role play situation per component.

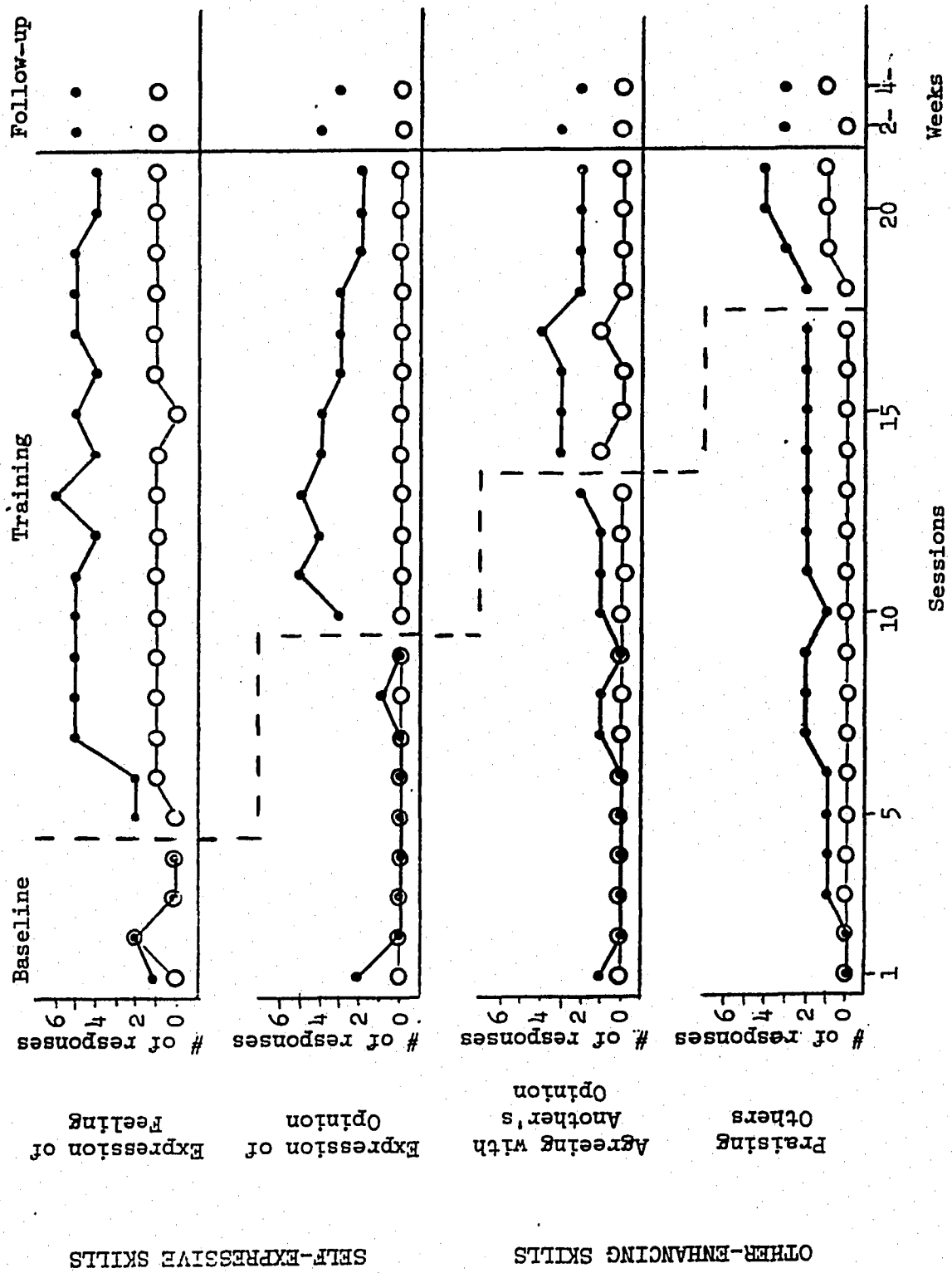


Figure 1.

Figure 2.

Sessions across baseline, training and follow-up for Subject 2.

A multiple baseline analysis of the number of responses per four role play situations for: Expression of Feeling, Expression of Opinion, Agreeing with Another's Opinion, and Praising Others. The closed data points represent the number of responses made using the particular component skill, per four role play situations for that skill. The open data points represent responses to one novel role play situation per component.

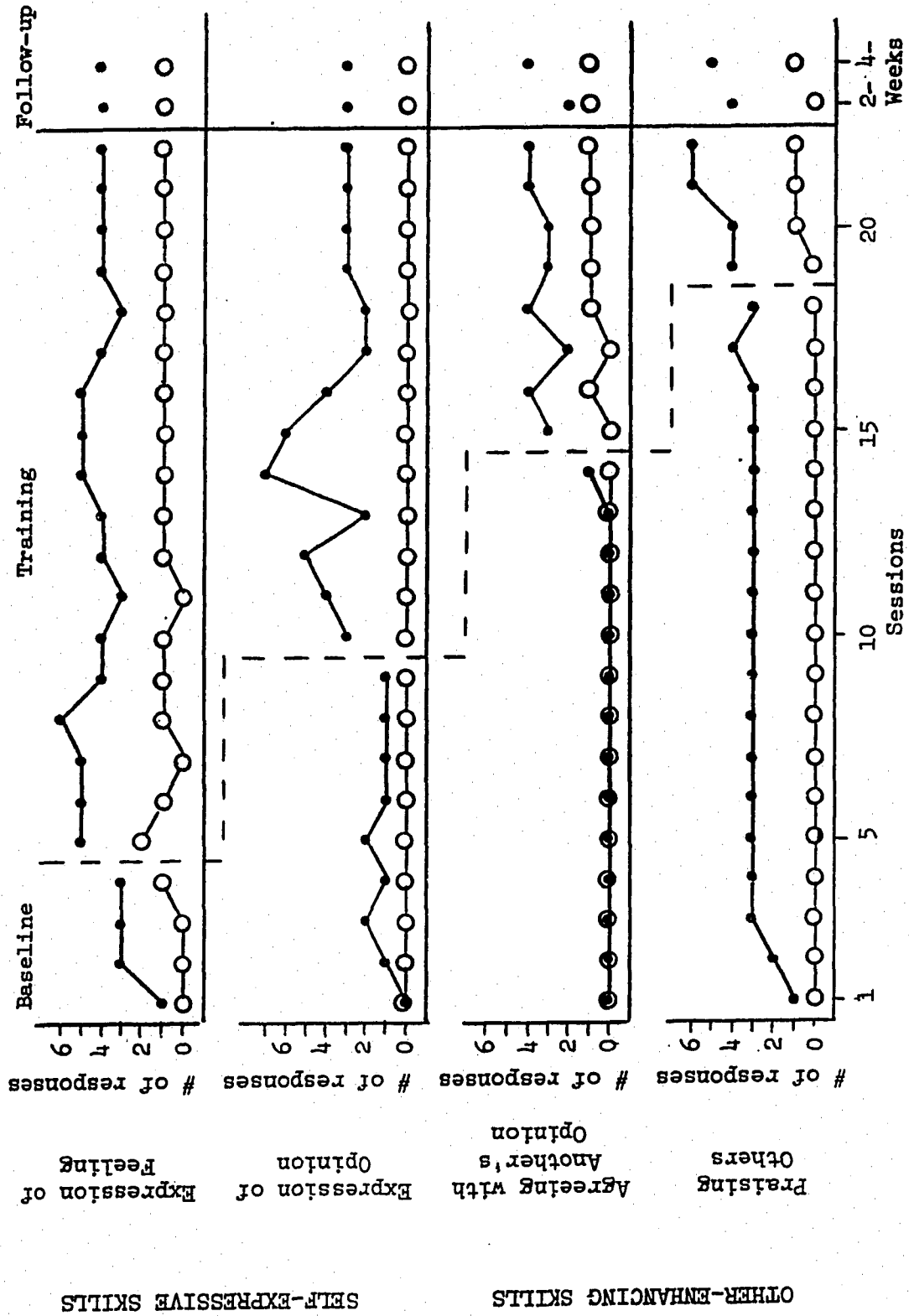


Figure 2.

Figure 3.

Sessions across baseline, training and follow-up for Subject 3.

A multiple baseline analysis of the number of responses per four role play situations for: Expression of Feeling, Expression of Opinion, Agreeing with Another's Opinion, and Praising Others. The closed data points represent the number of responses made using the particular component skill, per four role play situations for that skill. The open data points represent responses to one novel role play situation per component.

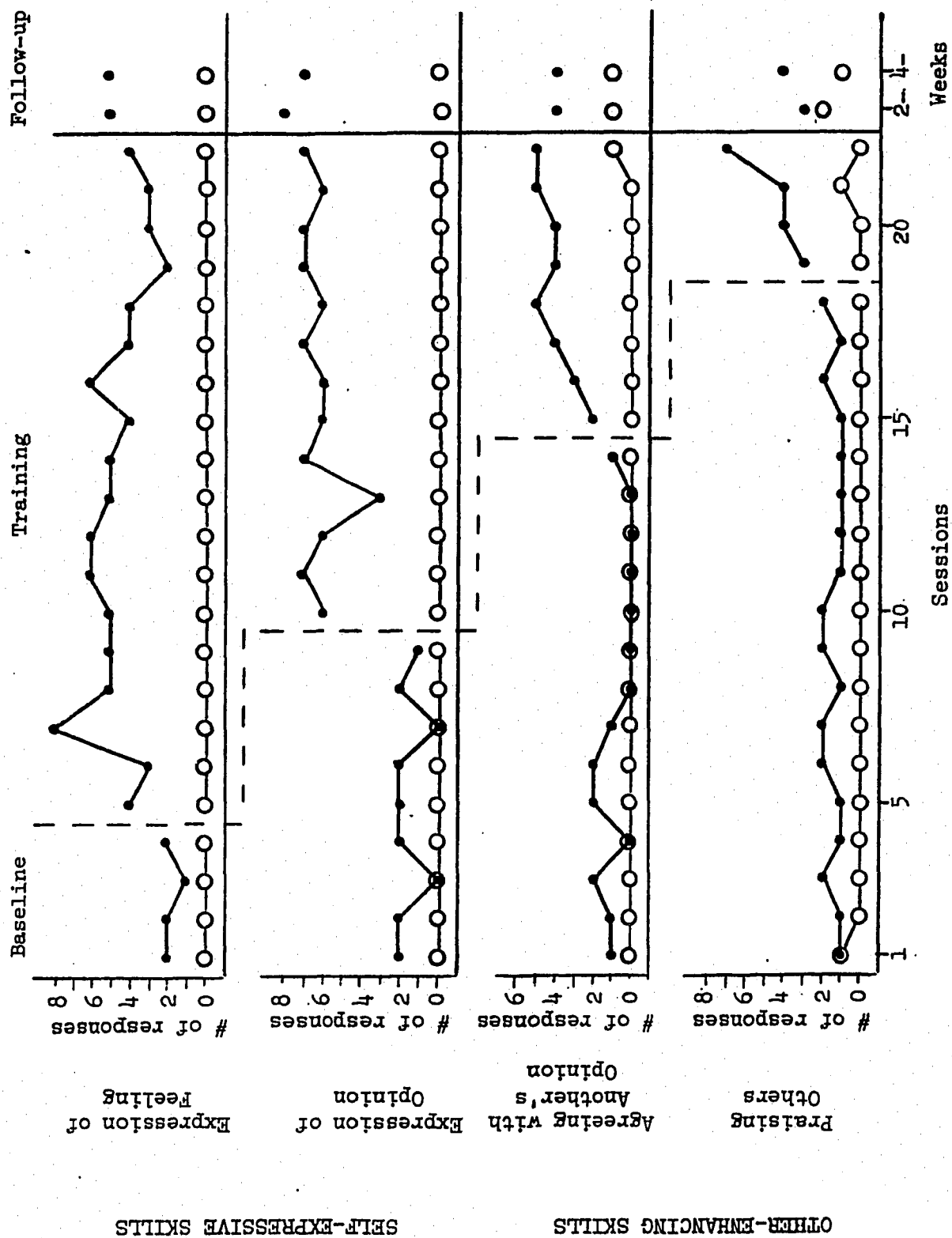


Figure 3.

did not change until a particular skill was taught. In cases where baseline data were high or variable, they rose to an even higher level stabilizing after training was implemented. Positive effects, indicating that the subjects had learned the skills that were taught, were achieved for each target behavior for each subject.

Follow-up data were taken at two- and four-week intervals following the final training session. In all but two instances of follow-up observations of the four components, the subjects did remain above baseline measures during both follow-up sessions. In those two instances (Subject 1, 4-week follow-up, Agreeing with Another's Opinion; Subject 2, 2-week follow-up, Praising Others) the subject fell back to, but not below baseline levels.

The generalization data are quite variable within and across subjects. The skills that Subject 1 and 2 were taught generalized to the novel role play situations for Expression of Feeling, Agreeing with Another's Opinion, and Praising Others. The skills did not generalize for Subject 3 until Session 21 and then the generalization only occurred to Agreeing with Another's Opinion and Praising Others. It should be noted that at no time did any of the skills generalize to the novel role play situation for Expression of Opinion. The teacher ratings and the results of the observations will not be reported as they did not change significantly between pre- and post-measures.

Interobserver agreement scores were high throughout the study. They ranged from 71% to 100%, with a mean of 90%. These scores were taken to mean that acceptable reliability was attained in scoring the children's responses.

DISCUSSION

The aim of this research was to utilize a social skills training package of instructions, modeling, rehearsal, feedback, and reinforcement to improve the subject's ability to communicate with and respond more effectively to others in the natural environment. An additional aim was to replace maladaptive behaviors with more adaptive social behaviors. The results of this multiple baseline analysis indicate that the social skills training package generated considerable improvement in the four component behaviors. The treatment effectively enhanced the performance of each subject's ability to express feelings, express opinions, agree with another's opinion, and praise others. Finally, these changes persisted, above baseline, over a one month period.

In viewing the data it is noted that training on the fourth component, Praising Others, was conducted for only four sessions. It is unfortunate that more training sessions were not conducted on this component. The time constraints that this researcher was operating under would not permit further training. The data indicate that the responses of each subject were on the increase for this component and stabilization had not occurred. It should be noted that for all subjects the data either increase or are quite variable between baseline and training on this skill. Since Praising Others was the last skill taught, it is likely that the subjects were generalizing the use of complete sentences before training was implemented. In the future, this could be checked for by varying the order of training of the four

components. When viewing the follow-up data for the Praising Others component, it is noted that each subject showed a decrease in this skill between training and follow-up. Again, it is likely that the limited number of training sessions for this component contributed to the drop during follow-up.

Several questions might be raised by the findings of this research. As an alternative to direct observation procedures, the target behaviors were observed in a simulated setting. One might ask, "is the performance in the simulated setting representative of behavior in the natural environment?" Bellack, Hersen, and Turner (1979) point out that role play procedures do not have high external validity. There are several factors at work that serve to limit the external validity of these simulated situations. Individuals (in particular, children) find it difficult to become sufficiently involved in role play situations to respond as if they were actually in that simulated setting. It is likely that a characteristic response is distorted in a role play situation because the subject is aware that he is in a safe environment in which he won't be ridiculed, rejected or mistreated as a result of what he says. Finally, these situations may be anxiety arousing for the subject by putting him on the spot to perform what was taught. Van Hasselt, Hersen, Whitehall and Bellack (1979) state,

To more fully understand the specific changes in performance on role play tests for children, in relation to their natural environments, and to be able to make accurate predictions about their behavior based on performance in analogue tasks, it is imperative that they be cross-validated with extra-laboratory measures of behavior. (p. 421)

The present study attempted to use extra-laboratory measures of the subject's behavior through the use of teacher ratings and school observations. The results of this research suggest that children who experience difficulty in social interactions can be taught to improve social behaviors through instructions, modeling, rehearsal, feedback, and reinforcement. However, there were no significant pre-, post-training changes in any of the subject ratings made by the teachers or in the school observations. For these reasons it could be argued that although a social skills training package can facilitate or train the appropriate social behaviors, it may not necessarily be evidenced in the child's social interactions with peers. In choosing subjects who evidenced a deficit in social skills for this research, it was expected that their level of social interactions would increase after having been exposed to the training package. It could have been the case though, that a change in the subject's behavior occurred but the teacher was insensitive to that change.

Speculations can be made as to why these expected pre-, post-training changes did not occur as was expected. As mentioned earlier, role playing does not have high external validity. The subjects were trained by familiar adults in a "safe" environment. Another possible problem is that the teachers may not have had an adequate understanding of the behaviors to be rated or observed.

While a measure of generalization was included in this study, (an untrained role play situation) it, too, involved role playing with a familiar adult. The situations used for the generalization role plays were similar to those used in training. The degree of generalization

to interactions with other children is uncertain. The use of children as prompters would be more realistic, although it is unlikely that children would remain consistent across trials. It should be noted that none of the subjects generalized the skills they were taught to the novel role play situation designed for the Expression of Opinion component. It is believed that this particular role play situation did not accurately assess this skill. It is suggested that for future studies of this sort, the role play situations be "tested out" on a population that possesses the targeted skills. This procedure would indicate to the researcher if the role play situations were indeed tapping the component skills intended.

The lack of generalizability of the results is a major flaw of this research (indeed most research). Although there was some documentation of generalization effects on untrained role play situations, more convincing evidence is needed. The use of self-monitoring, self-reinforcement, and other self-regulation procedures and/or externally administered reinforcement of newly acquired skills have been suggested for enhancing generalization to the natural environment (Beck, Forehand, Wells, & Quante, 1978; Bornstein, Bellack, & Hersen, 1977; Hersen & Bellack, 1976; Whitehill, Hersen, & Bellack, 1980). Had these techniques been employed in this research the subjects may have shown greater generalization.

There has been little attention given to purposely fostering pro-social interaction skills in children. The training of even the most basic social skills has been almost completely neglected in American schools (Winnett & Winkler, 1972; Lazarus, 1973). Epidemiological

studies of children's disorders have shown that those who are reported by their parents or teachers as not liked by other children are highly likely to be judged as behaviorally or emotionally impaired by mental health professionals (Rutter, Tizard, & Whitmore, 1970; Mensh, Kantor, Domke, Gildea, & Glidewell, 1959). Even though these studies did not behaviorally define "not liked by other children," it can be inferred that they lacked certain social skills. It is certain that if these skills can be identified, they can be taught, and if they can be taught, it is likely that their achievement may prevent later problems of adjustment from developing. Although the generalization patterns of the novel role play situations were variable across subjects and there were no significant pre-, post-training changes on the extra-laboratory measures (teacher ratings and classroom observations), the treatment package was effective at teaching and maintaining the skills. Perhaps this type of training could be incorporated into elementary school curricula. Early intervention would decrease the chances of children becoming socially isolated and rejected at a later time in their development. By implementing a social skills training program for all children, these long-term aversive consequences of early skills deficits could be prevented and chances of later dysfunction could be reduced by utilizing approaches such as the ones used in this study, which enhance interpersonal skills.

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APPENDICES

APPENDIX A

Role Play Situations

Self-Expressive Skills

Expression of Feeling

1. Situation: You have made a good grade on a test. The teacher says,

Prompt: You made the highest grade in the class!
2. Situation: A puppy followed you home from school today. You are excited and hope to keep him. Just as you reach your house the puppy sees some other kids and starts to follow them. You tell your mom about what happened. She says,

Prompt: I'm really sorry _____. I know how you must feel.
3. Situation: The principal, _____, announces "no school on Friday". The student next to you says,

Prompt: Isn't that great?
4. Situation: Your father tells you he has to be away from home for a month. You will really miss him. Your mom says,

Prompt: How do you feel about that?

(Generalization)

5. Situation: Your best friend called and told you that he was moving to Grand Rapids. He will no longer be going to _____. Another friend walks up to you and says,

Prompt: Hey did you hear about _____ moving?

Self-Expressive SkillsExpression of Opinion

1. Situation: Your mom is wearing a new outfit. She just spent a long time getting ready. She asks you,

Prompt: What do you think of my new outfit?

2. Situation: You and some guys from school are starting a club. You have thought of a good name: The Champs. _____ turns to you and asks,

Prompt: Do you have an idea for a name?

3. Situation: Your favorite teacher _____ tells the class that he/she will give a test in _____ tomorrow. Everyone is griping because his/her tests are hard. Someone in your class says to you,

Prompt: I think we ought to tell him/her that we don't want to take that old test, don't you?

4. Situation: You just saw the movie _____ and a friend asks you,

Prompt: What did you think about that movie?

(Generalization)

5. Situation: Your class is selecting a student to represent them at a meeting. You think _____ would be good for the job. The guy next to you asks,

Prompt: Why do you think _____ would be good?

Other-Enhancing Skills

Agreeing with Another's Opinion

1. Situation: Your teacher gave a pop quiz, and the class has not studied. Its a quiz on _____. One of your favorite classmates says,

Prompt: I don't think it was fair of the teacher to give a test on _____ when we haven't studied.

2. Situation: You really like _____ (teacher's name) and think he/she's a lot a fun in class. A kid in your class says,

Prompt: I really like _____ a lot. What do you think about him/her?

3. Situation: You and your dad just got back from the store. You were gone a long time and he tells your mom,

Prompt: Gosh, the traffic was so bad.

4. Situation: You and _____ (friend's name) are watching _____ (a team) play _____ (a sport). The referee calls a bad call against the other team. Your friend says,

Prompt: Hey, that was really a bad call by the referee.

(Generalization)

5. Situation: You are having trouble with your math problems. A friend next to you says,

Prompt: Gee, these problems are really hard.

Other-Enhancing Skills

Praising Others

1. Situation: You haven't received your _____ test back yet. Someone sitting next to you says,
 Prompt: Look at my _____ test. I made 100%.
2. Situation: A friend of yours has been practicing doing magic tricks. He just did a trick really well. He says,
 Prompt: Gosh, I didn't think I could do that!
3. Situation: The girl next to you looks exceptionally nice today, especially her hair. She says,
 Prompt: I just got my hair cut. Do you like it?
4. Situation: A girl in your class brought in some cookies for a party. She was afraid that they didn't turn out very good, but when you tried them you really liked them. She says,
 Prompt: They might not be too good.

(Generalization)

5. Situation: _____ (friend's name) has been doing really well in arithmetic. He says,
 Prompt: Can you believe it? I made another good grade in math.

APPENDIX B

Instructions

Self-Expressive Skills

Expression of Feeling. Being able to express your feelings is important because it lets the other person know how you feel about what you are talking about. If you don't say how you feel about things, the other person might think that you're not much fun to talk to and they might start talking to someone else.

We're going to learn to tell how we feel about things. Whether we like something or dislike it; whether we think it is good or bad; what we wish about it or hope about it.

Expression of Opinion. Being able to express your opinion is important because it lets the other person know what you think about what you are talking about. If people think that you don't have an opinion they might think that you're not much fun to talk to and they might start talking to someone else.

We're going to learn to tell what we think about things. To do this you can say "I think ..." or "I thought ..." or "I don't think ...".

Other-Enhancing Skills

Agreeing with Another's Opinion. Being able to agree with another person's opinion is important because it lets the other person know that you are listening and that you have the same opinion about what they are saying. We don't want to teach you to agree with everything you hear, but when someone says something that you really agree with, don't be afraid to say that you agree. You might have noticed that someone who agrees with things you say is usually more fun to talk to than someone who doesn't.

We're going to learn to tell someone that we agree with their opinion, when we really do. To do this you can say things like: "You're right", or "I agree ..." or "I think so too ..." or "I don't think so either ...".

Praising Others. Being able to praise someone or give them a compliment is important because it makes the other person feel good

by telling them you like something they did, the way they look or something that belongs to them.

We are going to learn ways to praise or compliment someone. To do this we want to be specific and tell them exactly what it is that we like.

In addition to the above instructions the subjects were instructed to:

- a) speak in a loud, clear voice;
- b) look at the person they were talking to; and
- c) answer using a complete sentence.

APPENDIX C

Name of Child _____ Name of Rater _____ Date _____

To the best of your knowledge, please rate _____ in the following areas. Circle the number along the continuum that most closely applies to his current level of functioning.

1. Is this student one who others would like to play with?

1	2	3	4	5
Frequently		Sometimes		Never

2. Is this student one who others would like to work with?

1	2	3	4	5
Frequently		Sometimes		Never

3. Do you see this student as taking initiative in his interactions with others?

1	2	3	4	5
Frequently		Sometimes		Never

4. Does this child readily express his feelings?

1	2	3	4	5
Frequently		Sometimes		Never

5. Does this student readily express his opinion?

1	2	3	4	5
Frequently		Sometimes		Never

6. Does this student agree with others when it is appropriate?

1	2	3	4	5
Frequently		Sometimes		Never

7. Does this student praise others when it is appropriate?

1	2	3	4	5
Frequently		Sometimes		Never

Please list on the back any other comments that you might have concerning the nature or level of this child's interactions.

APPENDIX D

Name of Child _____
Date of Observation _____

Name of Observer _____
Time of Observation _____

During a 15-minute sample, look at the child briefly one time each minute and note whether or not he is interacting. If possible, also note whether he is interacting with another child (male/female) or an adult; whether or not he initiated the interaction; and whether or not the interaction was positive or negative.

<u>Minute</u>	<u>Check if Interacting</u>	<u>Nature of Interaction (Child/adult)</u>	<u>Did child Initiate the Interaction?</u>	<u>Positive (+) Negative (-) Interaction</u>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

What was the nature of the activity of the class when the observation was made? _____

Please note on the back any other relevant aspects of the child's behavior while you were making this observation.

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