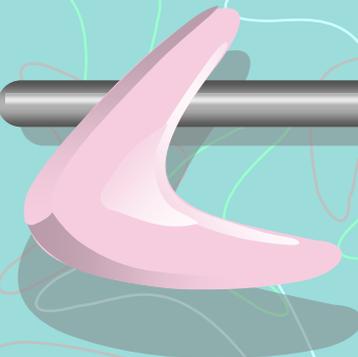


Social Skills Example



Classroom Management

Dr. Gloria D. Campbell



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Page 57 Elementary

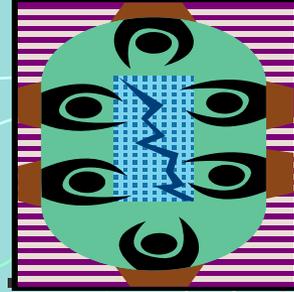
Define the Skill

- Use the Skillstreaming Checklist and Grouping Chart in the appendices to target problem areas.
- Start a discussion with students in one of the problem areas. “Can anyone tell me what it means to negotiate?”





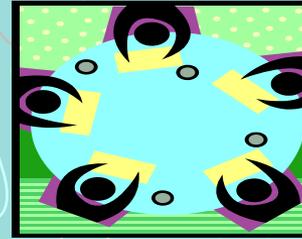
Model the Skill



- Children learn by imitating.
- Behaviors can be strengthened or weakened according to the consequences following the behavior.
- Behavior can be facilitated through modeling.
- Modeling gives the student a chance to see the desired outcome from a given behavior.



Modeling



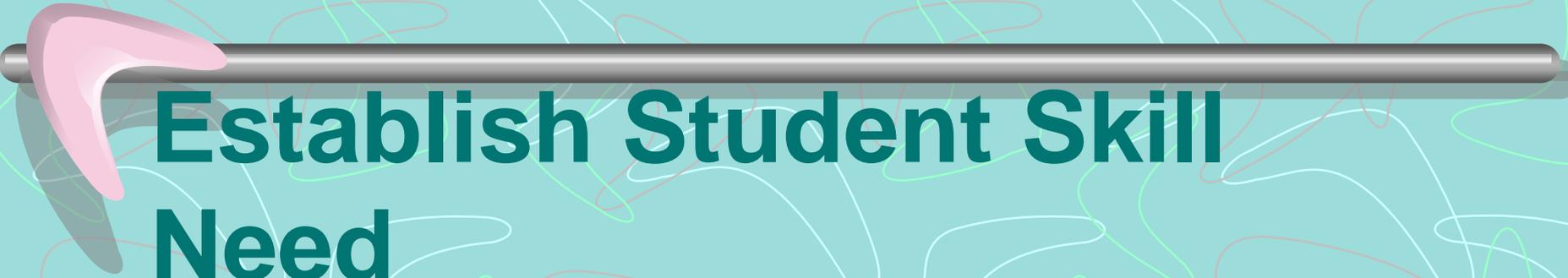
- **Modeling Enhancers** – Being skilled, rewards, friendly, helpful
- **Modeling Display Characteristics** – Shows display in a clear manner, repetition, several scenes
- **Observer Characteristics** – Told to imitate, similarities to the model, likes the model, rewarded
- **Coping Model** – The modeling is more effective when a struggle with emotions is demonstrated.



Stages of Modeling

- **Attention** – Modeling should be vivid and “attention getting”.
- **Retention** – is enhanced by rewards
- **Modeling Guidelines**
 - 2 examples of each skill
 - Real life circumstances
 - The model should have similar characteristics as the group participating in Skillstreaming
 - Depict positive outcomes
 - Depict steps
 - Depict one skill at a time





Establish Student Skill Need

- Identify present and future need for the skill through open discussion. Students need to recognize their need for a given skill.





Select Role Player

- Students can volunteer, but if they are reluctant, they should be encouraged. Extra privileges and extrinsic rewards can be used to motivate students to participate.





Set up the Role Play

- The student whose situation is chosen for the role play is the main actor. The other(s) to role play are chosen by that student. A description of the setting the action really occurred is helpful.



Conduct the Role Play

- The main actor is told to think aloud and follow the behavioral steps. Have other participants to watch for the behavioral steps. Students would stay “in role”.



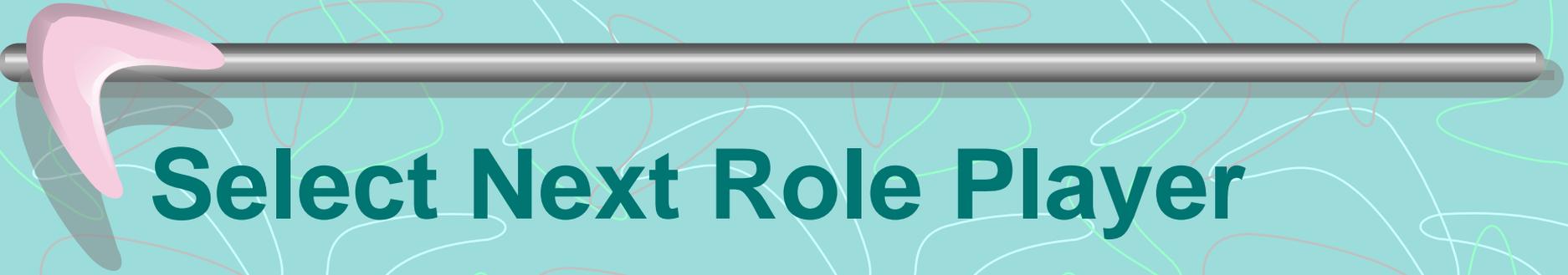
Provide Performance Feedback

- The co actor is asked to give feedback first and then the others in the group.
Leaders should:
 - Provide reinforcement after appropriate steps
 - Provide reinforcement early
 - Provide enough role playing for each member



Assign Skill Homework

- 3 levels of homework, homework report, monitoring independently, self-recording



Select Next Role Player

- Choose the next student