



**Skillstreaming Research:
An Annotated Bibliography**



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Training and treatment approaches that aspire to help people lead more effective and satisfying lives should be subjected to careful, objective, and continuing evaluation. Only those approaches that research demonstrates to be effective deserve continued use and development. The investigations included here generally combine to support the effectiveness of Skillstreaming with various participant groups and skills-training targets. Continuing evaluation of Skillstreaming's efficacy are necessary, but its evidence base is strong, and continued use of the program can be recommended with confidence.

Beeker, M., & Brands, A. (1986). Social skills training in retardates. *Bedragstherapie, 19*, 3-14.

A series of studies employing Skillstreaming with individuals having intellectual disabilities. Authors report substantial levels of enhanced skill competency and interpersonal interaction.

Berlin, R. J. (1979). *Teaching acting-out adolescents prosocial conflict resolution with Structured Learning Therapy*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Adolescent boys with history of acting-out behaviors (N = 42)

Skill(s): Empathy

Experimental design: (1) Skillstreaming for empathy in conflict situations, (2) Skillstreaming for empathy in nonconflict situations, versus (3) No-treatment control by (a) High Interpersonal Maturity Level versus (b) Low Interpersonal Maturity Level

Results: Skillstreaming for empathy (conflict) significantly > Skillstreaming for empathy (nonconflict) or controls on acquisition. High I level significantly > Low I level. No significant generalization effects.

Bleeker, D. J. (1980). *Structured Learning Therapy with skill-deficient adolescents*. Unpublished master's thesis, Syracuse University.

Trainees: Adolescent boys identified as disruptive in regular junior high school (N = 55)

Skill(s): Responding to a complaint

Experimental design: A 2 × 2 plus control factorial design reflecting high versus low perceived (by the trainee) similarity between Skillstreaming trainer and generalization test figure by high versus low objective similarity, plus brief instructions control

Results: Significant effects for both Skillstreaming and similarity

Bryant, S. E., & Fox, S. K. (1995). Behavior modeling training and generalization: Interaction of learning point type and number of modeling scenarios. *Psychological Record, 45*, 495-503.

Trainees: Undergraduate volunteers (N = 80)

Skill(s): Cooperative problem solving

Experimental design: One versus three modeling exposures by rule code versus summary label skill step presentation

Results: Significant interaction effect on skill generalization attributable to the superiority of the multiple model plus rule code condition

- Choi, H. S., & Heckenlaible-Gotto, M. J. (1998). Classroom-based social skills training: Impact on peer acceptance of first-grade students. *Journal of Educational Research*, 91(4), 209–214.
Trainees: First-grade general education students (n=13), two 30-minute groups per week for four weeks. Included control group (n=12).
Skills: Problem-solving, using self-control, accepting consequences, avoiding trouble
Experimental design: Peer ratings (work with, play with); pretesting and posttesting
Results: T-test showed significant increase from pretest to posttest on “work with” peer rating for treatment group; no increase in control group. No significant differences on “play with.”
- Cobb, F. M. (1973). *Acquisition and retention of cooperative behavior in young boys through instructions, modeling, and structured learning*. Unpublished doctoral dissertation, Syracuse University.
Trainees: First-grade boys (N = 80)
Skill(s): Cooperation
Experimental design: (1) Skillstreaming for cooperation, (2) instructions plus modeling of cooperation, (3) instructions for cooperation, (4) attention control, (5) no-treatment control
Results: Skillstreaming significantly > all other conditions on both immediate and delayed tests of cooperative behavior.
- Coleman, M., Pfeiffer, S., & Oakland, T. (1991). *Aggression Replacement Training with behavior disordered adolescents*. Unpublished manuscript, Department of Special Education, University of Texas.
 An evaluation of the effectiveness of a 10-week Aggression Replacement Training program used with adolescents with behavioral disorders in a residential treatment center. Results indicated significant increases in skill knowledge but not actual overt skill behaviors.
- Cross, W. (1977). *An investigation of the effects of therapist motivational predispositions in Structured Learning Therapy under task versus relationship stress conditions*. Unpublished doctoral dissertation, Syracuse University.
Trainees: College undergraduates (N = 120)
Skill(s): Skillstreaming group leadership skills
Experimental design: Task-motivated versus relationship-motivated trainers by task-relevant versus relationship-relevant trainee-originated trainer stress plus no-treatment control
Results: Relationship-motivated trainers significantly > task-motivated trainers on Skillstreaming effectiveness under task threat conditions.
- Curulla, V.L. (1990). *Aggression Replacement Training in the community for adult learning disabled offenders*. Unpublished manuscript, Department of Special Education, University of Washington, Seattle.
Trainees: Young adult offenders in a community treatment center (N = 67)
Skill(s): “Tendency toward recidivism” skills
Experimental design: Compared (1) Aggression Replacement Training, (2) Aggression Replacement Training absent its moral education component, (3) no-training control
Results: Significant reduction in tendency toward recidivism in (1), but not (2) or (3).

Cutierrez, M. C., & Hurtado, S. (1984). Effects of transfer enhancers on generalization of social skills in handicapped adolescents. *Revista de Analisis del Comportamiento*, 21, 81–88.

Trainees: Adolescents with physical disabilities (N = 15)

Skill(s): Social competency subset

Experimental design: Three training conditions: (1) Skillstreaming plus transfer enhancers, (2) Skillstreaming, (3) wait-list control

Results: For skill acquisition, both (1) and (2) > (3). For skill maintenance at 4-week follow-up probe, (1) > (2) and (3).

Edelman, E. (1977). *Behavior of high versus low hostility-guilt Structured Learning trainers under standardized client conditions of expressed hostility*. Unpublished master's thesis, Syracuse University.

Trainees: Nurses and attendants at state mental hospital (N = 60)

Skill(s): Structured Learning trainer group leadership behaviors

Experimental design: Skillstreaming trainers high versus low in hostility-guilt by (1) high, (2) low, or (3) no expressed client hostility

Results: High hostility-guilt trainers responded to trainee hostility with significantly less counter-hostility than did low hostility-guilt trainers. Low hostility-guilt trainers significantly > counter-hostility to hostile than neutral trainees; no similar effect for high hostility-guilt trainers.

Figuroa-Torres, J. (1979). *Structured Learning Therapy: Its effects upon self-control of aggressive fathers from Puerto Rican low socioeconomic families*. *Hispanic Journal of Behavioral Sciences*, 14, 345–354.

Trainees: Family-abusing fathers (N = 60)

Skill(s): Self-control

Experimental design: Skillstreaming for self-control versus no treatment

Results: Skillstreaming-trained fathers significantly > controls on self-control on acquisition and minimal generalization criteria.

Fleming, D. (1977a). *Teaching negotiation skills to preadolescents*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Adolescents (N = 96)

Skill(s): Negotiation

Experimental design: High self-esteem versus low self-esteem adolescents by adult Skillstreaming trainer versus peer Skillstreaming trainer by presence versus absence of pre-Skillstreaming enhancement of expectancy for success

Results: All Skillstreaming groups showed significant increase in negotiation skill acquisition but not transfer. No significant effects observed between trainer type or between esteem level effects.

Fleming, L. R. (1977b). *Training aggressive and unassertive educable mentally retarded children for assertive behaviors, using three types of Structured Learning Therapy*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Children with mental retardation (N = 96)

Skill(s): Assertiveness

Experimental design: (1) Skillstreaming for assertiveness plus fear-coping training, (2) Skillstreaming for assertiveness plus anger-coping training, (3) Skillstreaming for assertiveness, (4) attention control by aggressive versus unassertive children

Results: All three Skillstreaming groups significantly > controls on increase in assertiveness. No significant in vivo transfer effects.

Friedenberg, W. P. (1971). *Verbal and nonverbal attraction modeling in an initial therapy interview analogue*. Unpublished master's thesis, Syracuse University.

Trainees: Psychiatric inpatients (all male, mostly with schizophrenia; N = 60)

Skill(s): Attraction

Experimental design: High versus low attraction to interviewer displayed via nonverbal cues by high versus low attraction to interviewer displayed via verbal cues

Results: Significant modeling effect for attraction for the high-high group (high modeled attraction using both the verbal and nonverbal cues) as compared to the other three conditions.

Gilstad, R. (1977). *Acquisition and transfer of empathic responses by teachers through self-administered and leader-directed Structured Learning Training and the interaction between training method and conceptual level*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Elementary school teachers (N = 60)

Skill(s): Empathy

Experimental design: Skillstreaming for empathy training conducted by a trainer in "standard" Skillstreaming groups versus Skillstreaming for empathy self-instructional training format by high versus low conceptual level trainees, plus attention control

Results: Both Skillstreaming groups significantly > control on empathy acquisition and transfer criteria. No significant effects between Skillstreaming conditions or between conceptual levels.

Golden, R. (1975). *Teaching resistance-reducing behavior to high school students*. Unpublished doctoral dissertation, Syracuse University.

Trainees: High school students (N = 43)

Skill(s): Resistance-reducing behavior (reflection of the other's feeling plus appropriate assertiveness regarding one's own view in an interpersonal conflict situation with authority figures)

Experimental design: (1) Discrimination training ("good" modeled skill behavior versus "bad" modeled skill behavior) for resistance-reducing behavior, (2) Skillstreaming for resistance-reducing behavior, (3) no-treatment control by internal versus external locus of control

Results: Both discrimination training and Skillstreaming significantly > controls on resistance-reducing behavior on both acquisition and generalization criteria. No significant locus of control effects.

Goldstein, A. P., Blake, G., Cohen, R., & Walsh, W. (1971). The effects of modeling and social class structuring in paraprofessional psychotherapist training. *Journal of Nervous and Mental Disease*, 153, 47–56.
Trainees: Nurses and attendants (N = 135)
Skill(s): Attraction, empathy, warmth
Experimental design: High, low, and no attraction modeling by middle, low, and no social class structuring
Results: Significant modeling by social-class structuring interaction effects for attraction, empathy, and warmth.

Goldstein, A. P., & Goedhart, A. W. (1973). The use of Structured Learning for empathy enhancement in paraprofessional psychotherapist training. *Journal of Community Psychology*, 1, 168–173.

Experiment I

Trainees: Student nurses (N = 74)

Skill(s): Empathy

Experimental design: (1) Skillstreaming for empathy (professional trainers), (2) Skillstreaming for empathy (paraprofessional trainers), (3) no-training control

Results: Both Skillstreaming conditions significantly > no-training control on both immediate and generalization measures of empathy

Experiment II

Trainees: Hospital staff (nurses, attendants, occupational therapists, recreational therapists; N = 90)

Skill(s): Empathy

Experimental design: (1) Skillstreaming plus transfer training for empathy, (2) Skillstreaming for empathy, (3) no-training control

Results: Significant Skillstreaming effect for immediate empathy measurement (Groups 1 and 2 > 3); significant transfer effect for generalization empathy measure (Group 1 > 2 and 3)

Goldstein, A. P., Goedhart, A., Hubben, J., Martens, J., Schaaf, W., Van Belle, H., & Wiersema, H. (1973). The use of modeling to increase independent behavior. *Behaviour Research and Therapy*, 11, 21–42.

Experiment I

Trainees: Psychiatric outpatients (all psychoneurotic or character disorders; N = 90)

Skill(s): Independence (assertiveness)

Experimental design: (1) Independence modeling, (2) dependence modeling, (3) no modeling

Results: Warm and no-structuring modeling conditions significantly > cold structuring and control on independence for males and females

Experiment II

Trainees: Psychiatric outpatients (all psychoneurotic or character disorders; N = 60)

Skill(s): Independence (assertiveness)

Experimental design: Independence modeling plus (1) structuring model as warm, (2) structuring model as cold, (3) no structuring of model by male versus female plus a no-structuring/no-modeling control

Results: Warm and no-structuring modeling conditions significantly > cold structuring and control on independence for males and females

Experiment III

Trainees: Psychiatric inpatients (all schizophrenic; N = 54)

Skill(s): Independence (assertiveness)

Experimental design: Presence versus absence of independence modeling by presence versus absence of instructions to behave independently

Results: Significant main and interaction effects for modeling and instructions on independence as compared to no-modeling/no-instructions conditions

Greenleaf, D. (1992). The use of programmed transfer of training and Structured Learning Therapy with disruptive adolescents in a school setting. *Journal of School Psychology, 20*, 122–130.

Trainees: Adolescent boys with history of disruptive behavior (N = 43)

Skill(s): Helping others

Experimental design: Skillstreaming versus no Skillstreaming by transfer programming versus no transfer programming plus attention control

Results: Skillstreaming showed significantly greater skill acquisition, minimal generalization, and extended generalization than either no Skillstreaming or attention control. Transfer programming did not augment this significant transfer effect.

Gutride, M. E., Goldstein, A. P., & Hunter, G. F. (1973). The use of modeling and role playing to increase social interaction among schizophrenic patients. *Journal of Counseling and Clinical Psychology, 40*, 408–415.

Trainees: Psychiatric inpatients (all “asocial, withdrawn”; N = 133)

Skill(s): Social interaction (an array of conversational and physical approach skill behaviors)

Experimental design: Skillstreaming versus no Skillstreaming by psychotherapy versus no psychotherapy by acute versus chronic

Results: A substantial number of significant interaction and main effects for Skillstreaming across several social interaction behavioral criteria.

Gutride, M. E., Goldstein, A. P., & Hunter, G. F. (1974). Structured Learning Therapy with transfer training for chronic inpatients. *Journal of Clinical Psychology, 30*, 277–280.

Trainees: Psychiatric inpatients (all “asocial, withdrawn”; N = 106)

Skill(s): Social interaction in a mealtime context

Experimental design: (1) Skillstreaming plus transfer training, (2) Skillstreaming plus additional Skillstreaming, (3) Skillstreaming, (4) companionship control, (5) no-treatment control

Results: A substantial number of significant effects for Skillstreaming across several social interaction behavioral criteria. Significant effects are mainly for Groups 1, 2, and 3 compared to the control conditions, rather than between the Skillstreaming conditions.

Guzzetta, R. A. (1974). *Acquisition and transfer of empathy by the parents of early adolescents through Structured Learning Training*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Mothers of early adolescents (N = 37)

Skill(s): Empathy

Experimental design: (1) Skillstreaming for empathy taught to mothers and their children together, (2) Skillstreaming for empathy taught to mothers and their children separately, (3) Skillstreaming for empathy taught to mothers only, (4) no-training control

Results: All three Skillstreaming conditions showed significantly greater acquisition and transfer of empathy than did no-training control mothers. No significant difference existed between Skillstreaming conditions.

Hayman, P. M., & Weiss-Cassady, D. M. (1981). Structured Learning Therapy with mentally ill criminal offenders. *Journal of Offender Counseling, Services and Rehabilitation*, 6, 41–51.

Trainees: Mentally ill incarcerated offenders (N = 22)

Skill(s): Social competency subset

Experimental design: A 12-session series of Skillstreaming meetings provided to six trainees. Pre-post changes compared to 16 no-treatment controls

Results: Treatment versus no-treatment significant differences on skill acquisition and on change measure of psychopathology.

Healy, J. A. (1975). *Training of hospital staff in accurate effective perception of anger from vocal cues in the context of varying facial cues*. Unpublished master's thesis, Syracuse University.

Trainees: Nurses and attendants (N = 44)

Skill(s): Recognition of vocal cues of anger

Experimental design: (1) Skillstreaming for vocal and facial cues, (2) Skillstreaming for vocal cues with exposure to but no training for facial cues, (3) Skillstreaming for vocal cues, (4) no-training control

Results: All Skillstreaming groups significantly > controls on vocal training and test cues; no significant generalization to new (untrained) vocal cues.

Healy, J. A. (1979). *Structured Learning Therapy and the promotion of transfer of training through the employment of overlearning and stimulus variability*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Unassertive adolescents in regular junior high school (N = 84)

Skill(s): Assertiveness

Experimental design: A 3 × 2 plus control factorial design reflecting the presence versus absence of stimulus variability by three levels of overlearning, plus brief instructions control

Results: Significant effect for overlearning, not for stimulus variability.

Hoyer, W. J., Lopez, M., & Goldstein, A. P. (1982). Predicting social skill acquisition and transfer by psychogeriatric inpatients. *International Journal of Behavioral Geriatrics*, 1, 43–46.

Trainees: Elderly institutionalized psychiatric patients (N = 47)

Skill(s): Social competency subset

Experimental design: A multiple regression analysis examining several potential predictors of skill acquisition and competence consequent to participation in a series of Skillstreaming sessions

Results: Mental status measures were the best predictors of skill acquisition. Mental status combined with trait anxiety were the best predictors of skill maintenance.

Hummel, J. (1979). *Session variability and skill content as transfer enhancers in Structured Learning training*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Aggressive preadolescents (N = 47)

Skill(s): Self-control, negotiation

Experimental design: Skillstreaming-variable conditions versus Skillstreaming-constant conditions by self-control skill versus negotiation skill versus both

Results: Skillstreaming-variable conditions significantly > Skillstreaming-constant conditions on both acquisition and transfer dependent measures across both skills singly and combined.

Jennings, R. L., & Davis, C. G. (1977). Attraction enhancing client behaviors: A structured learning approach for “Non Yavis, Jr.” *Journal of Consulting and Clinical Psychology*, 45, 135–144.

Trainees: Emotionally disturbed lower socioeconomic children and adolescents (N = 40)

Skill(s): Interviewee behaviors (initiation, terminating silences, elaboration, and expression of affect)

Experimental design: (1) Skillstreaming for interviewee behaviors versus (2) minimal treatment control in a 2 × 2 × 4 factorial design reflecting (a) repeated measures, (b) treatments, and (c) interviewers

Results: Skillstreaming significantly > minimal treatment control on interview initiation and terminating silences. No significant effects on interview elaboration or expression of affect. Skillstreaming significantly > minimal treatment control on attractiveness to interviewer on portion of study measures.

Jones, Y. (1990). *Aggression Replacement Training in a high school setting*. Unpublished manuscript, Center for Learning & Adjustment Difficulties, Brisbane, Australia.

Trainees: Chronically aggressive high-school age male students (N = 45)

Skill(s): Self-control and aggression management subset

Experimental design: Compared (1) Aggression Replacement Training, (2) Moral Education, and (3) no-training control

Results: Compared to the two control conditions, students completing the Aggression Replacement Training program showed a significant decrease in aggressive incidents, a significant increase in coping incidents, and acquired more social skills. Students in Condition 1 also improved on self-control and impulsivity.

Lack, D. Z. (1975). *Problem-solving training, Structured Learning training, and didactic instruction in the preparation of paraprofessional mental health personnel for the utilization of contingency management techniques*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Nurses and attendants (N = 50)

Skill(s): Contingency management

Experimental design: Skillstreaming for problem solving and contingency management versus Skillstreaming for contingency management by instruction for problem solving and contingency management versus instruction for contingency management plus no-training control

Results: Significant Skillstreaming effects for problem solving

Lopata, C., Thomeer, M. L., Volker, M. A., & Nida, R.E. (2006). Effectiveness of a cognitive-behavioral treatment on the social behaviors of children with Asperger Disorder. *Focus on Autism and Other Developmental Disabilities*, 21(4), 237–244.

Trainees: 21 males ages 6–13 diagnosed with Autism. Six-week program, 5 days per week in 20-minute sessions 4 times daily. Opportunities to practice in cooperative activities.

Skills: Introducing oneself, starting a conversation, ending a conversation, having a conversation

Experimental design: Pre-post parent and teacher ratings (Behavior Assessment System for Children (BASC) and Teacher Rating Scales (TRS) (Social Skills, Adaptability, and Atypicality). Random assignment to one of two treatment groups (Social Skills or Social Skills plus behavior therapy). Treatment fidelity: 87 percent.

Results: Parents and staff reported a significant increase in social skills ratings; neither treatment group was superior to the other.

Lopata, C., Thomeer, M. L., Volker, M. A., Nida, R. E., & Lee, G. K. (2008). Effectiveness of a manualized summer social treatment program for high-functioning children with Autism Spectrum Disorders. *Journal of Autism and Other Developmental Disorders*, 38, 890–904.

Trainees: 54 children, ages 6–13, diagnosed with Autism Disorder, High Functioning Autism, or Pervasive Developmental Disorder Not Otherwise Specified. Four 20-minute groups per day, each followed by activities created to practice skills.

Skills: 38 Skillstreaming skills taught in 20 minute groups, in addition to interpreting nonliteral language.

Experimental design: Students randomly assigned to Social Skills or Social Skills plus point reinforcement and response cost. Pre-post Behavior Assessment System for Children Parent Rating Scales (BASC-PRS) and Teacher Rating Scales (BASC-TRS); Skillstreaming Survey (SS), Diagnostic Analysis of Nonverbal Accuracy 2 (DANVA2). T-tests to determine group differences, ANOVA, calculation of effect size (Cohen's d and omega squared). Standardized fidelity of implementation sheets. Treatment integrity: 96.5 percent.

Results: Significant improvement in social skills based on both parent and staff ratings. Consistency across raters and measures.

Leonardi, R., Roberts, J., & Wasoka, D. (2001). *Skillstreaming: A report to the Vermont State Department of Education*. Montpelier: Vermont State Department of Education.

Trainees: Elementary students (grades 2–6) with either emotional-behavioral disorders or high incidences of school disciplinary problems (N = 12).

Skills: Variety of Skillstreaming skills

Results: Students demonstrated a substantial reduction in discipline referrals.

Litwak, S. E. (1977). *The use of the helper therapy principle to increase therapeutic effectiveness and reduce therapeutic resistance: Structured Learning Therapy with resistant adolescents*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Junior high school students (N = 48)

Skill(s): Following instructions

Experimental design: (1) Skillstreaming for following instructions—trainees anticipate serving as Skillstreaming trainers and (2) Skillstreaming for following instructions—no trainee anticipation of serving as trainers versus (3) no-treatment control by three parallel conditions involving a skill target not concerned with resistance reduction (i.e., expressing a compliment)

Results: Group 1 significantly > Group 2 significantly > Group 3 on both skills on immediate posttest and transfer measures.

Lopez, M. A. (1974). *The influence of vocal and facial cue training on the identification of affect communicated via paralinguistic cues*. Unpublished master's thesis, Syracuse University.

Trainees: Nurses and attendants (N = 52)

Skill(s): Recognition of vocal cues of depression

Experimental design: (1) Skillstreaming for vocal and facial cues, (2) Skillstreaming for facial cues, (3) Skillstreaming for vocal cues, (4) no-training control

Results: Skillstreaming for vocal cues plus either facial cue training (Group 1) or Skillstreaming for facial cues (Group 2) significantly > Skillstreaming for vocal cues (Group 3) or no-training control (Group 4) on posttest and generalization criteria.

Lopez, M. A., Hoyer, W., & Goldstein, A. P. (1979). *Effects of overlearning and incentive on the acquisition and transfer of interpersonal skills with institutionalized elderly patients*. Unpublished manuscript, Syracuse University.

Trainees: Elderly inpatients in state hospital (N = 56)

Skill(s): Starting a conversation

Experimental design: Skillstreaming plus high versus moderate versus low overlearning by presence versus absence of material reinforcement

Results: Significant skill acquisition effect across Skillstreaming conditions; significant transfer enhancement effect for both overlearning and concrete reinforcement.

- Magaro, P., & West, A. N. (1983). Structured Learning Therapy: A study with chronic psychiatric patients and levels of pathology. *Behavior Modification*, 7, 29–40.
- Trainees:* Adult, chronic psychiatric patients (N = 38)
- Skill(s):* A graded series of 20 Skillstreaming skills, from starting a conversation to self-control and decision making
- Experimental design:* Six-month course of Skillstreaming provided to eight patient groups. Grouping based on initial skill levels.
- Results:* Pre-post comparisons revealed general increase in skill competence across groups, with greatest gains among patients categorized with paranoid or disorganized features.
- Miller, M. C. (1992). Student and teacher perceptions related to behavior change after Skillstreaming training. *Behavior Disorders*, 17, 271–295.
- Trainees:* Behavior-disordered adolescents (N = 70)
- Skill(s):* Several Skillstreaming skills
- Experimental design:* Pre-post comparisons of skill competence as perceived by trainees and by their teachers
- Results:* Substantial effects as a function of Skillstreaming as rated by the trainees' teachers; absence of such effects in trainee's own ratings.
- O'Brien, D. (1977). *Trainer-trainee FIRO-B compatibility as a determinant of certain process events in Structured Learning Therapy*. Unpublished master's thesis, Syracuse University.
- Trainees:* Nurses and attendants at state mental hospital (N = 60)
- Skill(s):* Structured Learning trainer group leadership behaviors vis à vis low affection (actor) trainees
- Experimental design:* Trainers with high versus low originator compatibility for FIRO-B control by compatible or incompatible trainees; also, trainers with high versus low originator compatibility for FIRO-B affection by compatible or incompatible trainees
- Results:* No significant between-trainer effects. No significant trainer by trainee effects. Trainers more competent but less warm with cold, versus neutral, trainees.
- Perry, M. A. (1970). *Didactic instructions for and modeling of empathy*. Unpublished doctoral dissertation, Syracuse University.
- Trainees:* Clergy (all male; N = 66)
- Skill(s):* Empathy
- Experimental design:* High empathy modeling versus low empathy modeling versus no modeling by presence versus absence of instructions to be empathic
- Results:* Significant modeling effect for empathy. No significant instructions or interaction effects for empathy.

- Perry, M. A. (1976). *Structured Learning Therapy for skill training of mentally retarded children*. Unpublished manuscript, University of Washington, Seattle.
- Trainees:* Mildly and moderately retarded halfway house residents (N = 36)
- Skill(s):* Social interaction skills
- Experimental design:* Skillstreaming for social interaction skills versus attention control versus no-treatment control
- Results:* Skillstreaming significantly > controls on mealtime social interaction skills
- Raleigh, R. (1977). *Individual versus group Structured Learning Therapy for assertiveness training with senior and junior high school students*. Unpublished doctoral dissertation, Syracuse University.
- Trainees:* Senior and junior high school students (N = 80)
- Skill(s):* Assertiveness
- Experimental design:* Individual versus group Skillstreaming by senior versus junior high school student trainees plus attention control and no-treatment control
- Results:* Skillstreaming in groups significantly > all other Skillstreaming and control conditions on assertiveness on both acquisition and transfer criteria.
- Reed, M. K. (1994). Social skills training to reduce depression in adolescents. *Adolescence*, 29, 293–302.
- Trainees:* Seriously depressed adolescents (N = 10)
- Skill(s):* Social competency, self-evaluation, affective expression
- Experimental design:* Skillstreaming versus no-training control plus male or female
- Results:* Both immediate and sustained reduction in depression for male trainees, but not for females.
- Robertson, B. (1978). *The effects of Structured Learning trainers' need to control on their group leadership behavior with aggressive and withdrawn trainees*. Unpublished master's thesis, Syracuse University.
- Trainees:* Nurses and attendants at state mental hospital (N = 60)
- Skill(s):* Skillstreaming trainer group leadership behaviors
- Experimental design:* Trainers high or low on need to control in interpersonal contexts versus controlling or cooperative actor trainees
- Results:* Trainers high on need to control significantly > competence with actively resistant trainees than trainers low on need to control. High need to control trainers significantly > attraction to actively resistive than to neutral trainees.
- Robinson, R. (1973). *Evaluation of a Structured Learning empathy training program for lower socioeconomic status home-aide trainees*. Unpublished master's thesis, Syracuse University.
- Trainees:* Home-aide trainees (N = 29)
- Skill(s):* Empathy
- Experimental design:* (1) Skillstreaming for empathy, (2) didactic training of empathy, (3) no-treatment control

Results: Skillstreaming > didactic training or no-treatment control on immediate posttest and generalization measures of empathy

Rosenthal, N. (1975). *Matching counselor trainees' conceptual level and training approaches: A study in the acquisition and enhancement of confrontation skills*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Counselor trainees (N = 60)

Skill(s): Confrontation (ability to point out to clients discrepancies in the verbal and/or nonverbal contents of their statements)

Experimental design: Skillstreaming for confrontation, training conducted by a trainer in "standard" Skillstreaming groups versus Skillstreaming for confrontation, self-instructional training format, by high versus low conceptual level trainees, plus attention control

Results: Significant interaction effects on confrontation skill for type of Skillstreaming (leader-led versus self-instructional) by conceptual level (high versus low). Skillstreaming (both types) > attention control on confrontation skill.

Sarmiento, P., Almeida, K., Rauktis, M. E., & Bernardo, S. (2008). Promoting social competence and inclusion: Taking alternative paths. *Reclaiming Children and Youth, 16*(4), 47–54.

Trainees: Elementary-age youth with oppositional behaviors attending public school

Skills: Combined Skillstreaming instruction with positive reinforcement for participation, following rules, and practicing skills

Experimental design: Correlations among group attendance, motivation points, and social skills

Results: The greater the number of group sessions attended, the greater degree of advanced social skills demonstrated by the end of training.

Sasso, G. M., Melloy, K. J., & Kavale, K. (1990). Generalization, maintenance, and behavioral covariation associated with social skills training through Structured Learning. *Behavioral Disorders, 16*, 9–22.

Three students with behavior disorders ranging in age from 8 to 13 years old participated in this study. All three were in a self-contained special education classroom (training setting) and were mainstreamed into at least one general education class (generalization setting). Before, during, and after an 8-week course of Skillstreaming, both they and three peers in the regular class were observed across target skill behaviors. All three trainees exhibited increases in three skill behaviors in the training setting during the program. Two of the three maintained these levels over a 10- to 20-week follow-up period in the training setting and in the mainstream setting. The third did so for only one of the trained skills. Despite these successful outcome data, the prosocial behavior of all three subjects remained significantly below that of their peers in the regular class.

Schneiman, R. (1972). *An evaluation of Structured Learning and didactic learning as methods of training behavior modification skills to lower and middle socioeconomic level teacher-aides*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Teacher aides (30 middle class and 30 lower class; N = 60)

Skill(s): Disciplining (appropriate use of rules, disapproval, and praise)

Experimental design: (1) Skillstreaming for disciplining, (2) didactic training for disciplining, (3) no-training control by middle class versus lower class aides

Results: Across social-class levels, Skillstreaming > didactic or no-training on immediate and generalization behavioral measures of disciplining.

Shaw, L. W. (1978). *A study of empathy training effectiveness: Comparing computer assisted instruction, Structured Learning training and encounter training exercises*. Unpublished doctoral dissertation, Syracuse University.

Trainees: College undergraduates (N = 93)

Skill(s): Empathy

Experimental design: Computer-assisted instruction versus Skillstreaming versus encounter training versus no-training control for empathy

Results: Computer-assisted instruction and Skillstreaming significantly > no-training control on level of empathy.

Solomon, E. J. (1978). *Structured Learning Therapy with abusive parents: Training in self-control*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Child-abusing parents (31 female and 9 male; N = 40)

Skill(s): Self-control

Experimental design: Skillstreaming with and without structuring into helper role by Skillstreaming with and without mastery training plus brief instruction control

Results: All Skillstreaming groups significantly > controls on self-control on both acquisition and generalization criteria. Skillstreaming plus helper structuring plus mastery training significantly > all other Skillstreaming groups.

Sturm, D. (1980). *Therapist aggression tolerance and dependency tolerance under standardized client conditions of hostility and dependency*. Unpublished master's thesis, Syracuse University.

Trainees: Parent aides employed at child abuse agency (N = 28)

Skill(s): Skillstreaming leadership skills

Experimental design: Two 2 × 2 factorial analyses: (1) high versus low hostile actor-clients by high versus low aggression tolerance aides, and (2) high versus low dependent actor-clients by high versus low dependency tolerance aides

Results: Significant hostile actor × aide tolerance effect; no dependency effects.

Sutton, K. (1970). *Effects of modeled empathy and structured social class upon level of therapist displayed empathy*. Unpublished master's thesis, Syracuse University.

Trainees: Attendants (N = 60)

Skill(s): Empathy

Experimental design: High versus low modeled empathy by high versus low structured social class

Results: Significant effect for modeled empathy on immediate but not generalization measurement. No significant social class structuring or interaction effects.

Sutton-Simon, K. (1974). *The effects of two types of modeling and rehearsal procedures upon schizophrenics' social skill behavior*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Psychiatric inpatients (all male, all schizophrenic; N = 83)

Skill(s): Social interaction behaviors

Experimental design: (1) Skillstreaming with behavioral and cognitive models, (2) Skillstreaming with behavioral models, (3) Skillstreaming with cognitive models, (4) attention control, (5) no-treatment control

Results: No significant between-condition differences.

Swanstrom, C. R. (1978). *An examination of Structured Learning Therapy and the helper therapy principle in teaching a self-control strategy to school children with conduct problems*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Elementary school children with acting-out problems (30 boys, 11 girls; N = 41)

Skill(s): Self-control

Experimental design: Skillstreaming versus structured discussion by helper experience versus helper structuring versus no helper role plus brief instructions control

Results: Skillstreaming and structured discussion significantly > control on self-control acquisition. No significant transfer or helper role effects.

Trief, P. (1977). *The reduction of egocentrism in acting-out adolescents by Structured Learning Therapy*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Adolescent boys with history of acting-out behaviors (N = 58)

Skill(s): Perspective-taking, cooperation

Experimental design: Presence versus absence of Skillstreaming for affective perspective taking by presence versus absence of Skillstreaming for cognitive perspective taking plus no-treatment control

Results: All Skillstreaming groups significantly > controls on perspective-taking acquisition. Skillstreaming plus both affective and cognitive perspective-taking training significantly > controls on generalization criteria.

Tse, J., Strulovitch, J., Tagalakis, V., Meng, L., & Fombonne, E. (2007). Social skills training for adolescents with Asperger Syndrome and High Functioning Autism. *Journal of Autism and Developmental Disorders*, 37, 1960–1968.

Trainees: Adolescents ages 13–18 with Asperger Syndrome (N = 46). Twelve-week group.

Skills: Recognizing feelings, expressing feelings, introducing self, listening, starting a conversation, ending a conversation, negotiating, responding to teasing

Experimental design: Parent ratings pre-post treatment; Social Responsiveness Scale (SRS), the Aberrant Behavior Checklist (ABC), and the Nisonger Child Behavior Rating Form (N-CBRF)

Results: Six of 12 subscales were statistically significant, suggesting a robust trend toward social competence gains. Parent reports suggest skill generalization.

Walsh, W. G. (1971). *The effects of conformity pressure and modeling on the attraction of hospitalized patients toward an interviewer*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Psychiatric inpatients (all female, mostly schizophrenic; N = 60)

Skill(s): Attraction

Experimental design: Presence versus absence of high attraction modeling by presence versus absence of high attraction conformity pressure plus no-treatment control

Results: Significant main and interaction effects for modeling and conformity pressure on attraction. No significant generalization effect.

Wight, M., & Chapparo, C. (2008). Social competence and learning difficulties: Teacher perceptions. *Australian Occupational Therapy Journal*, 55, 256–265.

Subjects: A total of 21 elementary-aged (ages 5–11) boys with learning difficulties; 21 elementary-aged boys as comparison

Experimental design: Point biserial analysis on Teacher Skillstreaming Checklist ratings

Results: As a group, boys with learning difficulties received significantly poorer scores as rated by their teachers. Most difficult areas in order included (1) Classroom Survival Skills; (2) Friendship-Making Skills; (3) Skill Alternatives to Aggression; (4) Skills for Dealing with Stress; and (5) Skills for Dealing with Feelings. Authors concluded that the Teacher Skillstreaming Checklist is a comprehensive and valid assessment tool.

Wiken, J. P. (1988). Sheltered homes: A new field for clinical psychologists? *Psycholoog*, 23, 301–304.

Discusses the emerging role of clinical psychologists as diagnosticians and trainers for approaches such as Skillstreaming in sheltered homes, community placement locations increasingly being used for mental patients in the Netherlands.

Wood, M. A. (1977). *Acquisition and transfer of assertiveness in passive and aggressive adolescents through the use of Structured Learning Therapy*. Unpublished doctoral dissertation, Syracuse University.

Trainees: Ninth-grade students (N = 74)

Skill(s): Assertiveness

Experimental design: Skillstreaming led by (1) teacher, (2) parent, or (3) student trainers by (1) passive or (2) aggressive trainees plus brief instructions control

Results: All Skillstreaming groups significantly > control on assertiveness criteria and on acquisition and transfer criteria. Skillstreaming-teacher trainer > Skillstreaming-student trainer > Skillstreaming-parent trainer on acquisition and minimal transfer criteria.