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GUIDELINES AND PROCEDURES

IDENTIFYING STUDENTS WITH SOCIAL-EMOTIONAL SKILL DEFICITS

Individual student strengths and weaknesses should be determined before beginning social-emotional skill instruction. Schumaker and Hazel (1984a) advocate the use of behavioral rating scales and checklists for identifying older individuals with social-emotional skill deficits and for pinpointing target behaviors for those who demonstrate weaknesses. Kazdin and Matson (1981) suggest using the strategy of subjective evaluation by obtaining information and feedback from "informed others" to establish training targets. There is also a need for input from students and from significant adults in their lives as to which social-emotional skills to address. *Social Skill Strategies* includes two rating scales—one is to be completed by significant adults and one is a self-rating scale to be completed by the students—and two forms on which to summarize the data collected.

Social-Emotional Skills Rating Scale—Adult Form

Included in Appendix A is a rating scale titled *Social-Emotional Skills Rating Scale—Adult Form*. This rating scale can be completed by parents, case managers, and other significant adults who have observed the student's use of social-emotional skills in a natural setting. The rating scale asks the adult to rate the student on each of the 57 social-emotional skills contained in Books A and B based on his or her observation of the student. Each social-emotional skill is clearly described on the rating scale. The adult rates the student on a scale of 1 to 3. A rating of 1 means the skill is seldom used appropriately, 2 means the skill is sometimes used appropriately, and 3 means the skill is almost always used appropriately. The educator may view a rating of 1 as problematic and 2 as needing more practice.

Social-Emotional Skills Rating Scale—Student Form

Social Skill Strategies also includes a self-rating scale. The *Social-Emotional Skills Rating Scale—Student Form* (see Appendix B) is to be completed by the students themselves. It also includes all 56 social-emotional skills included in Books A and B. This student form is similar to the adult form, except that it is written in first person (e.g., "I choose an appropriate time and place to talk to others"). Students who are referred for assessment could complete the scale during the evaluation process. If there are students in the social-emotional skills class who have not had the opportunity to complete

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the rating scale, they may complete it soon after joining the class. Although a brief description of each social-emotional skill is included on the student rating scale, reading the rating scale aloud, while the students rate themselves, and providing explanations as needed is helpful. This helps avoid erroneous responses by students who have reading difficulties.

Social-Emotional Skills—Summary Form

When the rating scales for a student have been completed, the scores could be compiled on the *Social-Emotional Skills—Summary Form*, which is located in Appendix C. This summary form lists all the 57 social-emotional skills covered in Books A and B. It includes three categories in which a skill may be viewed: problematic, use demonstrated in class, and use reported/observed outside of class. The educator may indicate that a skill requires instruction by checking the first column (skill identified as being problematic). Once the skill has been taught in class, and the student has participated appropriately in role-plays and other related activities, the second column can be checked (skill use demonstrated in class). Once a student is seen using a skill in other settings, or when other adults in the student's life report such occurrences, the third column can be checked (skill use reported/observed outside of class). Students' strengths can also be noted on this form. The information obtained from the student self-rating scale should be coded on the *Social-Emotional Skills— Summary Form*. This would be most important when discrepancies exist between the information gained from the adult form versus that gained from the student self-rating form. In these cases, the student's perspective should be indicated on the summary form (see Figure 1) so it stands out (e.g., starred, highlighted) from how adults rated him or her.

Figure 1   **Social-Emotional Skills—Summary Form**

Name of Student: *Rick Adams*

Grade: **9**   Age: **15**   School Year: *1999-2000*

*student identified this as a strength

Social Skill	Identified as Problematic	Demonstrated in Class	Reported/Observed Outside of Class	Social Skill	Identified as Problematic	Demonstrated in Class	Reported/Observed Outside of Class
Using Body Language	✓			Having a Positive Reputation			
Using Manners				Starting a Friendship *	✓		
Choosing the Right Time and Place	✓			Maintaining a Friendship *	✓		
Staying on Topic and Switching Topic				Giving Emotional Support	✓		
Listening *	✓			Giving Advice	✓		
Conversing				Ignoring			
Making a Positive First Impression				Dealing with Teasing			

Any discrepancy between the student and adult ratings should be discussed with the student. The educator should help the student understand that other adults who have observed the student's interactions and behaviors on a regular basis rated certain areas as weaknesses. Explain to the student that due to this perception by others, he or she will be participating in activities that will help him or her develop a better use of these skills.

Consider holding a conference with each student shortly after completion of the rating scales. During the conference, review the student's self-assessment and ask the student to identify the skills that he or she feels are most problematic. By giving direct input, students may be more motivated to improve their social-emotional skill deficits. Note that some students will deny having any social-emotional skill difficulties and will complete the rating scale in an unrealistic manner.

There are several other uses of this summary form. A copy of the summary form can be placed in the student's file or can be given directly to the student for year-to-year comparisons. For a student receiving special education services, a copy can be included with a specialist's report about the student. Finally, the information gleaned from the summary form can be used to write behavioral objectives for the student's individualized educational program (IEP).

Social-Emotional Skills—Class Summary Form

After compiling the rating scale information, completing the student conferences, and identifying social-emotional skills needing instruction, students' data can be compiled on the *Social-Emotional Skills—Class Summary Form*, which is located in Appendix D.

Figure 2

Social-Emotional Skills—Class Summary Form

Students' Names	Rick A.	Jenna K.	Marina L.	Joe B.	Neng X.	Thomas R.			
Using Body Language	✓	✓	✓	✓	✓	✓			
Using Manners			✓			✓			
Choosing the Right Time and Place	✓		✓	✓		✓			
Staying on and Switching Topics		✓	✓						
Listening				✓	✓	✓			
Conversing									

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To complete the form, write across the top the name of each student who was identified as having needs in social-emotional skills. Then, check the social-emotional skills found to be problematic for each student. By doing this, you will have a profile of each of your students' needs and a profile of the class needs. Figure 2 (see page 13) is a partial example of a completed form.

The class summary form can help identify the high priority social-emotional skills and the sequence in which to teach them. It can also be useful for determining who should be grouped together for social-emotional skill instruction. If a certain social-emotional skill (e.g., *accepting a compliment*) was not found to be problematic for any of the students, no instructional time should be spent directly targeting that skill (an exception to this is *using body language*). Suppose, conversely, a social-emotional skill is difficult for several students, but not for all. When teaching that social-emotional skill, the students who are not problematic in that area can be positive role models for others during instruction, modeling, and rehearsal.

ELEMENTS OF SOCIAL-EMOTIONAL SKILL INSTRUCTION

After a complete social-emotional skill assessment has been conducted, instruction can begin. The *Cognitive Planning* and *Using Body Language* units must be taught to all students first. From that point on, there is no mandatory hierarchy to the remaining units. Therefore, skills may be taught in order of need, not necessarily in the order presented in Books A and B. Order of need could be based on many variables, including the number of students demonstrating difficulties with the use of a skill. Skills that are creating more overt difficulties for students could also be addressed earlier in the sequence.

Social Skill Strategies provides interesting and creative ways to develop each social-emotional skill, and the variety of activities makes each unit unique. However, all social-emotional skill instruction should integrate these seven critical elements:

1. introduction
2. guided instruction
3. modeling (teacher role-plays)
4. rehearsal (student role-plays)
5. feedback
6. cognitive planning
7. transfer and generalization

Each of these seven elements is described in detail in the following pages.

The Bottom Line

USING MANNERS

Definition

Speaking and acting politely

Skill Steps

1. Think about polite words and behaviors for the situation.

2. Use appropriate words and behaviors.

Rationale

When you use appropriate manners:
- others may enjoy being with you
- you may feel proud knowing you are presenting yourself in a positive way
- you develop skills you will need to get and keep a job
- you show you respect other people

Name and Date

There are many opportunities to use appropriate manners every day. You can show appropriate manners through the words you say and through the actions you choose.

Directions

The following are examples of appropriate manners. Add three more examples to each list. Then share your ideas with the group.

Words

- "Thank you"
- "Please"
- "Excuse me"
- _____
- _____
- _____

Actions

- opening a door for someone
- waiting your turn in line
- moving aside for someone
- _____
- _____
- _____

Directions

Choose one example from each list above, and create an illustration showing a person using the two examples you chose. An example is provided for you.

EXCUSE ME.

THAT'S OK.

Appropriate manners through words

Appropriate manners through actions

MANNERS GALORE

Name and Date

Directions

Answer each question below.

1. List examples of when you would say "Thank you" to someone.

     _____
     _____
     _____
     _____
     _____

2. List examples of when you would say "Please" to someone.

     _____
     _____
     _____
     _____
     _____

3. List examples of when you would say "Excuse me" to someone.

     _____
     _____
     _____
     _____
     _____

4. List examples of appropriate table manners.

     _____
     _____
     _____
     _____

5. List reasons why some people may use inappropriate manners.

     _____
     _____
     _____
     _____
     _____

Directions

Complete the following activity with your students.

Discussion (Day 1):

1. Make a list of appropriate table manners, and write them on a piece of poster board.

2. Discuss the reasons for using appropriate table manners. Also discuss how the manners we use when eating with family members may be more casual than those we use with other people.

3. Discuss appropriate topics of conversation for the table.

4. Ask students to practice using the manners listed.

Activity (Day 2):

Allow your students to plan and make a meal. Place the poster with the list of table manners where the students can see it. Before you begin to eat, remind the students to practice the table manners they have learned. If possible, videotape the meal.

Critique (Day 3):

If the meal was videotaped, view portions of the tape. Ask students to critique themselves on how well they used appropriate table manners. Be sure to emphasize the positive things they did. Have students write a short paragraph about all the positive aspects of the meal and the manners people used. Tell the students to include at least one idea of what could be improved.

MANNERS

Directions

Watch for real examples of people using appropriate manners through either their words or their actions. Find at least four examples, and record what you observed below.

❶ I observed _____ using appropriate manners when...

❷ I observed _____ using appropriate manners when...

❸ I observed _____ using appropriate manners when...

❹ I observed _____ using appropriate manners when...

Name and Date _____

1. Describe what *using manners* means.

   _____

   _____

2. What might be some consequences of not using appropriate manners?

   _____

   _____

3. Pretend you are going to interview one of your parents to find out how he or she feels about manners. Write three questions you could ask.

   (1) _____

   (2) _____

   (3) _____

4. Compare the manners you use with your good friends with the manners you use with authority figures and people you don't know very well.

   (same) _____

   (different) _____

5. Pretend you have an assignment to design a poster to hang in your school to help improve students' manners. What would your poster say?

   _____

   _____

6. Think of a reason why you would like to start using better manners. Write two specific things you could do or say to improve your manners.

   (reason) _____

   (1) _____

   (2) _____

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USING MANNERS

T-Chart

Looks like:

- looking at the person who is talking, and using appropriate gestures
- keeping your elbows off the table while eating
- chewing food with your mouth closed
- wiping food from your face with a napkin

Sounds like:

- using an appropriate tone of voice
- using an appropriate volume
- saying, "Please," "Thank you," "Excuse me."

Role-Play

Home—Suppose your parents have guests over for dinner. Demonstrate words and actions you could use to show appropriate table manners.

School—Suppose you accidentally bumped into someone in the hallway and the person's materials dropped to the ground. Demonstrate how you could use appropriate manners through your words and your actions.

Community—Suppose a teacher at the library just helped you find some information you needed. Demonstrate how you could use appropriate manners.

Problem Situation

You sit next to a student in class who uses rude and offensive manners. The student is quite sneaky, so the teacher doesn't see or hear the student's rudeness.

Roadblocks

- having a meal with people who think using inappropriate manners is funny
- using appropriate manners when experiencing feelings such as anger, sadness, and frustration
- choosing to use inappropriate manners so often that it becomes a habit
- being teased and called names (e.g., "nerd" or "brownnoser") when you use appropriate manners
- being in a fancier situation than usual and not knowing which manners are appropriate

Poster Slogans

- Manners make the person
- Manners matter

USING MANNERS

Due Date: _____

Dear Family,

At school we're exploring the social-emotional skill *using manners*.

Enclosed is a copy of *What's the Bottom Line?* which shares the definition, the skill steps, and the rationale for using this skill. Other information from this unit may be enclosed too.

For this assignment, I need to sit down with you to discuss this information. We can also talk about how the information may relate to our family.

After our discussion, please sign below, indicating I completed this assignment with you. I need to return this to school on or before the due date listed above.

For extra credit, we can role-play one of the following situations:

Home—Suppose you have guests over for dinner, I will demonstrate how I could use appropriate manners through my words and my actions.

School—Suppose you are a student whom I accidentally bumped into and your materials dropped on the floor. I will demonstrate how I could use appropriate manners through my words and my actions.

Community—Suppose you are a teacher and you just helped me find information in the library. I will demonstrate how I could use appropriate manners after I receive the help.

Thank you,

_____

- -

Parent/Guardian signature: _____

Did you discuss the skill information?

Did you do the extra credit?

Comments:

The Bottom Line

INTRODUCING YOURSELF

Definition

Telling someone who does not know you who you are

Skill Steps

1. Approach the other person.

2. Greet the person and say your name (e.g., "Hi, I'm _____.")

3. Make small talk (e.g., make a comment, ask a question).

Rationale

When you introduce yourself to others:
- you appear friendly and confident
- you may help others feel more comfortable
- you invite others to form a positive first impression of you

Name and Date

There are many times when you need to introduce yourself to someone. The way you introduce yourself is very important because you want to make a good first impression. When you introduce yourself to an adult, you will often do it differently than when you introduce yourself to a peer or someone your own age. When you introduce yourself to an adult, you might use formal language. For example, "Hello, Mrs. Barnes. I'm Andrew Thomas." You can use informal language when you are introducing yourself to someone your age (a peer). For example, "Hi, I'm Andy."

Directions

Make a list of times when you might need to introduce yourself to an adult. Then list times when you might need to introduce yourself to peers.

Adults	Peers

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