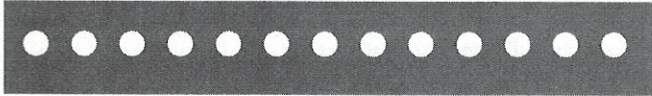


# **Skillstreaming** the **Adolescent**



## ***Student*** ***Manual***

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# 1

# Introduction to Skillstreaming

Every person—whether a parent, a teacher, or a student like yourself—has difficult times. Have you ever experienced any of the following:

- ➡ Times when you feel angry but don't know quite what to do about it?
- ➡ Times when you want to express positive feelings toward another person but can't figure out the best way?
- ➡ Times when you think you need help from someone else but aren't sure how or when to ask?
- ➡ Times when you have been left out of something and don't know what to do?
- ➡ Times when you need to make or answer a complaint, respond to an accusation, or deal with failure?

**Skillstreaming**  
can help you learn how  
to deal with these “people problems” in ways  
that will work for you and for the adults and peers in your life.

.....

## Learning the skills well

will also help you feel more comfortable with yourself  
and make it possible for you to live a more independent and satisfying life.

.....

The goal of Skillstreaming is to increase the choices you have, not to force you to act in any particular way. After you have increased the choices you can make, whether or not you use the skills is up to you. Although there may be times when people respond to you in a way you don't expect, **these skills really will work in most situations!**

Having people skills will help you deal with a variety of feelings and succeed at school or work in challenging situations involving other people. You may have some good people skills but lack others. This is typically the case with most people.

It is important that your group leaders know which skills you believe you need to work on. The skills you will learn will be the ones that most members of your group need. This way you won't be spending your time learning skills you already know.

*On the following pages (or on the separate pages  
your leaders will hand out) is a list of 50 people skills.  
Please rate how well you feel you do on each of these skills.*

- *There are no right or wrong answers.*
- *Only you can decide your competence in each skill.*
- *It is important to answer the way you really feel.*



# Student Skillstreaming Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

INSTRUCTIONS: Based on your observations in various situations, rate your use of the following skills.

Circle 1 if you *almost never* use the skill.

Circle 2 if you *seldom* use the skill.

Circle 3 if you *sometimes* use the skill.

Circle 4 if you *often* use the skill.

Circle 5 if you *almost always* use the skill.

	almost never	seldom	sometimes	often	almost always
1. Do I listen to someone who is talking to me?	1	2	3	4	5
2. Do I start conversations with other people?	1	2	3	4	5
3. Do I talk with other people about things that interest both of us?	1	2	3	4	5
4. Do I ask questions when I need or want to know something?	1	2	3	4	5
5. Do I say thank you when someone does something for me?	1	2	3	4	5
6. Do I introduce myself to new people?	1	2	3	4	5
7. Do I introduce people who haven't met before to each other?	1	2	3	4	5
8. Do I tell other people when I like how they are or something they have done?	1	2	3	4	5
9. Do I ask for help when I am having difficulty doing something?	1	2	3	4	5
10. Do I try to join in when others are doing something I'd like to be part of?	1	2	3	4	5

	<i>almost never</i>	<i>seldom</i>	<i>sometimes</i>	<i>often</i>	<i>almost always</i>
11. Do I clearly explain to others how and why they should do something?	1	2	3	4	5
12. Do I carry out instructions from other people quickly and correctly?	1	2	3	4	5
13. Do I apologize to others when I have done something wrong?	1	2	3	4	5
14. Do I try to convince others that my ideas are better than theirs?	1	2	3	4	5
15. Do I recognize the feelings I have at different times?	1	2	3	4	5
16. Do I let others know what I am feeling and do it in a good way?	1	2	3	4	5
17. Do I understand what other people are feeling?	1	2	3	4	5
18. Do I try to understand, and not get angry, when someone else is angry?	1	2	3	4	5
19. Do I let others know when I care about them?	1	2	3	4	5
20. Do I know what makes me afraid and do things so that I don't stay that way?	1	2	3	4	5
21. Do I say and do nice things for myself when I have earned it?	1	2	3	4	5
22. Do I understand when permission is needed to do something and ask the right person for it?	1	2	3	4	5
23. Do I offer to share what I have with others?	1	2	3	4	5
24. Do I help others who might need or want help?	1	2	3	4	5
25. Do I try to make both of us satisfied with the result when someone and I disagree?	1	2	3	4	5



	almost never	seldom	sometimes	often	almost always
26. Do I control my temper when I feel upset?	1	2	3	4	5
27. Do I stand up for my rights to let other people know what I think or feel?	1	2	3	4	5
28. Do I stay in control when someone teases me?	1	2	3	4	5
29. Do I try to stay out of situations that might get me in trouble?	1	2	3	4	5
30. Do I figure out ways other than fighting to handle difficult situations?	1	2	3	4	5
31. Do I make complaints I have about others in a fair way?	1	2	3	4	5
32. Do I handle complaints made against me in a fair way?	1	2	3	4	5
33. Do I say nice things to others after a game about how they played?	1	2	3	4	5
34. Do I do things that help me feel less embarrassed when difficulties happen?	1	2	3	4	5
35. Do I deal positively with being left out of some activity?	1	2	3	4	5
36. Do I let people know when I feel a friend has not been treated fairly?	1	2	3	4	5
37. Do I think choices through before answering when someone is trying to convince me about something?	1	2	3	4	5
38. Do I try to figure out the reasons it happened when I fail at something?	1	2	3	4	5
39. Do I deal with it well when someone says or does one thing but means something else?	1	2	3	4	5

	<i>almost never</i>	<i>seldom</i>	<i>sometimes</i>	<i>often</i>	<i>almost always</i>
40. Do I deal with it well when someone accuses me of doing something?	1	2	3	4	5
41. Do I plan ahead the best ways to handle it before I have a difficult conversation?	1	2	3	4	5
42. Do I decide what I want to do when others pressure me to do something else?	1	2	3	4	5
43. Do I think of good things to do and then do them when I feel bored?	1	2	3	4	5
44. Do I, when there is a problem, try to find out what caused it?	1	2	3	4	5
45. Do I think about what I would like to do before I start a new task?	1	2	3	4	5
46. Do I think about what I am really able to do before I start a new task?	1	2	3	4	5
47. Do I decide, before doing something, what I need to know and how to find out?	1	2	3	4	5
48. Do I decide which problem is most important and should be handled first?	1	2	3	4	5
49. Do I think about different possibilities and choose the one that is best?	1	2	3	4	5
50. Do I pay full attention to whatever I am working on?	1	2	3	4	5



# 2 Skillstreaming Methods

Skillstreaming makes use of four methods, or ways of learning:

## ① Modeling

Having someone show you the skill

## ② Role-playing

Trying out the skill yourself

## ③ Feedback

Having someone tell you how well you did

## ④ Transfer

Trying the skill when, where, and with whom you really need to use the skill

*There is really  
no mystery to these methods  
because they are the same ones you  
have used to learn many of the things you already know.*

.....

## FOR EXAMPLE . . .

Let's say you enjoy playing basketball. Think back to how you learned to play. More than likely, you first had someone who was really good at shooting baskets show you how. Then you tried it out yourself. After you tried a couple of shots, your coach most likely gave you feedback, or told you the things you were doing right and the things you needed to change to become a better player. After receiving the feedback, you probably practiced shooting baskets on your own and maybe shot some baskets with a friend.

## In other words . . .



### **Modeling**

shows you what to do.



### **Role-playing**

helps you try it.



### **Feedback**

helps you do it better.



### **Transfer**

helps you know when, where, and with whom to use the skill.



# Modeling

---

Modeling has been shown to be a powerful way to learn. One example of learning by modeling is clothing fads. One person wears a certain type of clothing, and others buy similar outfits. New dances and ways of talking are also learned through modeling. Acting aggressively toward others and being able to solve problems in positive or helpful ways are still other examples of things that people can learn by watching others.

Even though modeling is powerful, people see dozens of behaviors every day that they do not imitate. For example, television, radio, magazines, and newspapers show very attractive, expert models buying one product or another, but people don't always buy the product advertised later on. Therefore, people learn some things by modeling, but not others.

Your group leaders will begin each Skillstreaming meeting by modeling one of the skills they and you have chosen to learn.

# Role-Playing

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Following modeling of the skill in your group, you will talk about how the skill could be useful to you in your life. You'll be asked to think of situations where you could use the skill, and then you will get the opportunity to role-play, or try out, the skill in the group. Your group leaders will help you pick out a situation you can role-play.

In the role-plays, there are three different roles: the main actor, co-actor, and observer. You will be taking on each one of these roles.

## Main Actor

The main actor is the person who acts out the steps of the skill being learned. As a main actor, you'll be able to choose another person, or co-actor, to play the role of the person with whom you really want to try out the skill. The person you choose should remind you in some way of the person with whom you have the real-life need to use the skill. To make the role-play seem as real as possible, you'll give the co-actor information about how he or she should act in the role-play. Then you will act out the steps of the skill that has been modeled for you. For some steps, you will be asked to "think aloud" what you would normally think silently to yourself. You will actually be talking your thoughts out loud. Doing this will help you remember the skill steps longer. It will also help others in the group to know what you are thinking and to give you helpful feedback.

***As a main actor, you will . . .***

-  Think of a situation.
-  Choose a co-actor.
-  Give the co-actor needed information.
-  Act out the skill steps.
-  Think your thoughts aloud.

## Co-actor

At other times you may be the co-actor while another group member is the main actor. The co-actor's job is to help the main actor practice by reacting in a realistic way to what the main actor says and does. Your group leaders will help you to decide what to do and say as the co-actor.

***As a co-actor, you will . . .***





-  Help the main actor.



## Observer

A third role you will be asked to take on is that of observer. As an observer, it is your job to pay close attention to what the main actor and co-actor are doing and saying during the role-play. You will watch and listen carefully for the skill steps the main actor follows and does not follow. Then you will comment on what the main actor does well and give suggestions about how he or she could improve.

***As an observer, you will . . .***

-  Listen.
-  Watch.
-  Think of things done well.
-  Think of suggestions for improvement.

*Why is  
role-playing  
important?*

Remember when we talked about how people learn some behaviors from modeling, but not others? Role-playing increases the chances that you will learn the skill better and remember it longer. The best way to learn a skill is to practice it for the times you will want to use it in your daily life. When you learn a skill like shooting baskets, you need to practice with the coach watching. With people skills, role-playing is your opportunity to practice.




# Feedback

---

Giving feedback means giving information on how well a person has done during the role-play. Feedback is the only way the main actor will know how he or she has done acting out the skill—what things went well and what could be improved.

Feedback takes place in several ways. First, each group member will be assigned a skill step to watch for during the role-play. Following the role-play, your leaders will review by asking each group member whether or not the main actor followed the assigned step—what he or she did to act out the step, what was done well, and what could have been improved. Suggestions might include ideas for other things the main actor might say or comments about the actor's nonverbal actions, such as tone of voice, gestures, posture, and other similar behaviors.

## ***When you give feedback, you will . . .***

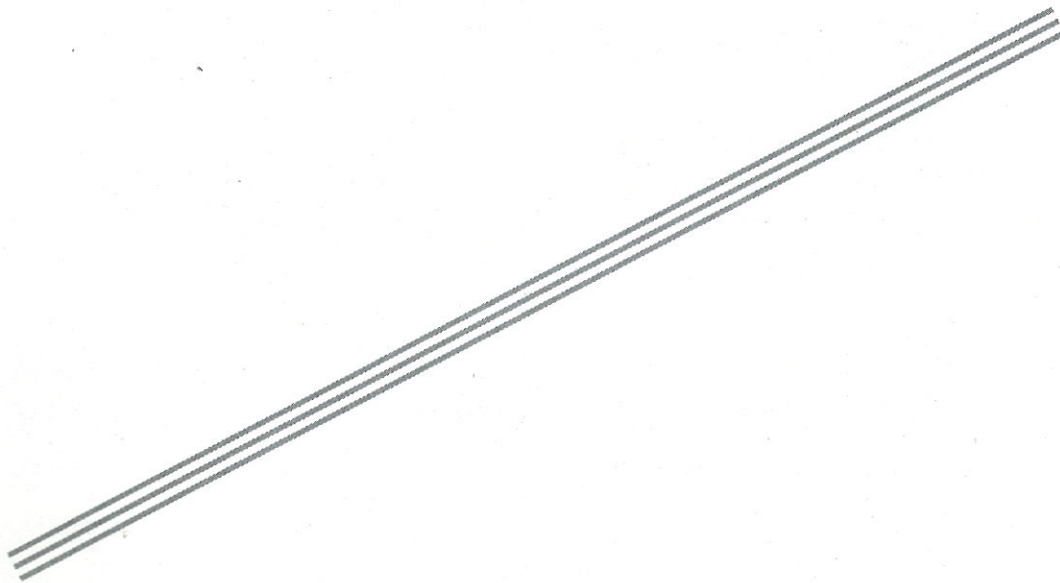
-  Report on whether or not the main actor followed each skill step.
-  Give positive comments.
-  Give constructive criticism.

# Transfer

---

Following a successful role-play as a main actor, you will be asked to try the skill outside of the group, in your real life. Transfer, or using the skill outside of the group, is your “homework assignment.” You will write out your plan on a Homework Report, follow through with your plan, then briefly write down how well your plan worked. Part 4 of this manual will show you how to make the best use of the Homework Reports.

After you have completed your homework assignment, you will have an opportunity to talk in the group about what happened when you tried the skill in real life.





# S U M M A R Y

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This section has given you information about the methods used for learning the people skills included in Skillstreaming. First, you will watch the skill being modeled. Then you'll have the chance to act out, or role-play, the skill. You'll either receive feedback as the main actor or give feedback to your peers. Finally, you'll have the opportunity to practice the skill in real situations, guided by the Homework Reports.

# 3 Skillstreaming in Action

Skillstreaming is a way to learn people skills. As a way to get started and show how the four Skillstreaming methods work, this section will guide you in learning the skill of **Dealing with Group Pressure**. This skill is just one of the many you will learn in your group.

Most young people are faced with pressure from peers, and, in some situations, they do things they wouldn't otherwise do because of this pressure. Sometimes group pressure can help students act in helpful ways, like pressure to join a club like SADD (Students Against Drunk Driving) or pressure to get good grades to be allowed to play on an athletic team. But many young people do things they typically wouldn't do, like spending money they were saving for something else on the latest clothing. Some get into trouble because of pressure from others to use drugs, drink alcohol, or commit illegal acts.

*First, let's look at the behavioral steps that make up the skill.*

## **Dealing with Group Pressure**

1. Think about what the group wants you to do and why.
2. Decide what you want to do.
3. Decide how to tell the group what you want to do.
4. Tell the group what you have decided.

**Skill 42**

*Let's talk briefly about each of these steps.*

## STEP 1

***Think about what the group wants you to do and why.***

For this step, you will need to listen to what other people are saying. You will need to think about what their real meaning is. For example, if a group asks you to go to a party, you may know that there will be drugs at this party and that you will likely be pressured to take them. So the group may really be asking you to go with them to do drugs.

## STEP 2

***Decide what you want to do.***

You will need to take time to think about what you really want to do.

- ➡ You could choose to go along with the group
- ➡ You could resist the group's pressure and say no.
- ➡ You could delay your answer—tell the group you'll let them know later.
- ➡ You could try to get the group to do something different.

## STEP 3

***Decide how to tell the group what you want to do.***

It's important to think about the best way to tell the group. You may want to give a reason for not doing what they have asked you to do. You may want to talk to one person only. You may decide to delay your answer by saying you need to leave. Or you may decide to refuse in an assertive way.

## STEP 4

***Tell the group what you have decided.***

Now is the time to go ahead and tell the group your decision.



# Modeling

---

The first Skillstreaming method—modeling—shows you how you will use the skill steps when it's your turn to role-play the skill.

*Your group leaders will arrange to model the skill of **Dealing with Group Pressure**.*

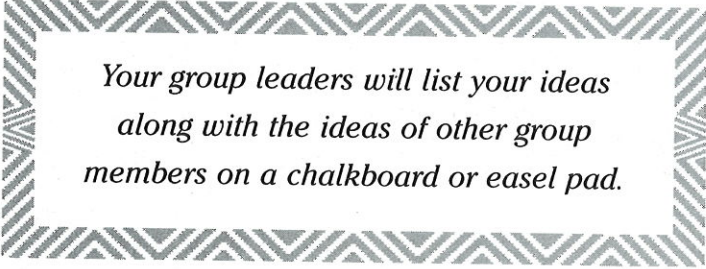
After this modeling display, think about what the person in the main actor's role did:

- ➡ Could you easily pick out the skill steps as they were modeled?
- ➡ How did you know what the main actor was thinking or deciding?
- ➡ What decision did the main actor make?

# Role-Playing

---

Think of situations where you could use this skill in your daily life—times when you are pressured to do something you don't really want to do. Think of as many of these times as you can.



*Your group leaders will list your ideas along with the ideas of other group members on a chalkboard or easel pad.*

It is important for you to know that you are not the only one who has difficulty dealing with this type of pressure. Others in the group may come up with situations you haven't thought of that may also be difficult for you. You can refer to these ideas when you decide which situation you want to role-play.

Every member of the Skillstreaming group will be the main actor in a role-play for each skill taught. Your group leaders will ask a person to volunteer to go first as the main actor. After this, the main actor chooses the co-actor, then your group leaders assign observers to watch for the skill steps during the role-play.

## Main Actor

**If you are the main actor, your job is to:**

- ⇒ Think of a situation when it is difficult for you to deal with group pressure.
- ⇒ Tell about this.
- ⇒ Choose a co-actor or co-actors who remind you most of the people with whom you have trouble resisting pressure.
- ⇒ Give the co-actors any information you can to make the role-play feel real to you.
- ⇒ Act out the skill steps in order.
- ⇒ Think aloud what you would usually think to yourself.

## Co-actor

**If you are chosen as a co-actor in the role-play, your job is to:**

- ⇒ Help the main actor by being realistic.

## Observer

**As an observer, your job is to:**

- ⇒ Watch for your assigned step.
- ⇒ Watch what the actors are doing.
- ⇒ Decide what the main actor did well.
- ⇒ Decide what needs improvement and suggest ways to improve.

*After everyone in the group has been assigned one of these jobs, you are ready to begin the role-play. Your group leaders will now guide the role-play.*



# Feedback

---

It's time now for the third Skillstreaming method—feedback. As we said earlier, feedback helps the main actor find out how well he or she followed the skill steps, points out what was done well, and includes suggestions for improvement. Feedback is given to the main actor in the following order:

- ➡ The co-actor or co-actors say how well they felt the main actor acted out the skill steps.
- ➡ The observers say whether the main actor followed the skill steps and point out specific things the main actor did well and what could be improved.
- ➡ Group leaders give their feedback.
- ➡ The main actor gives his or her comments.

*Your group leaders will now help you follow this order to give feedback to the main actor about his or her performance during the role-play.*

## What happens next?

After one role-play is done and feedback is given, another group member will be chosen to be the main actor in a new role-play. This continues as time permits. Every member of the Skillstreaming group is expected to take on the role of main actor for each skill taught in the group. Once you have role-played the skill successfully as a main actor, you will be given a homework assignment to try out the skill in a real-life situation.

# 4 Skill Homework

The skills you will learn in Skillstreaming are useful in solving real-life problems. Therefore, it is important that you practice using the skills in real-life situations.

After you have role-played a skill successfully in the group, you will be asked to try to use that skill outside the group. Using the skill outside the group is your "homework assignment."

The first time you practice a new skill outside the group, you will be asked to keep a record of your homework by filling out **Homework Report 1**.

The second time, and all other times you use the skill outside the group, you will be asked to fill out **Homework Report 2**.

**Doing the homework is very important in order to learn a skill well.**

.....

# How to Complete Homework Report 1

.....

**Homework Report 1** has two parts. Before you leave the group, you will answer the first five questions.

- 1. What skill will you use?**  
Here you write the name of the skill you plan to practice.
- 2. What are the steps for the skill?**  
Write the skill steps you will practice. Writing these steps down will help you to learn and remember them.
- 3. Where will you try the skill?**  
Write where you will try this—for example, in a class, at home, in the school hallway, and so forth.
- 4. With whom will you try the skill?**  
Write the person's name or position.
- 5. When will you try the skill?**  
Write the general time—for example, fifth period, at dinner, before school.



After you have followed your plan and tried the skill, you will fill in the rest of **Homework Report 1**. You do this by answering the four questions at the bottom of the report:

- 1. What happened when you did the homework?**  
Write briefly what you said and did, what the other person said and did, how you felt, and what happened when you used the skill.
- 2. Which skill steps did you really follow?**  
Write which of the skill steps you took.
- 3. How good a job did you do in using the skill?**  
If you did your homework exactly as you planned it and followed all of the skill steps, then you should check *excellent*. Even if the person with whom you tried the skill did not react as you had hoped, if you followed all of the skill steps, you should still rate your practice as excellent. If you missed one skill step, you should check *good*. If you tried to use the skill but missed more than one skill step, you should check *fair*. If you did not do any part of your homework, you should check *poor*.
- 4. What do you think should be your next homework assignment?**  
Once you have practiced your new skill in a real-life situation, you should keep practicing. This will help you really learn your new skill well. Maybe you should practice the skill again in the same situation you did on the first assignment. Or maybe you can think of a different real-life situation. In this space, you write what homework assignment you think would be most useful to continue practicing your new skill.

**FOR  
EXAMPLE . . .**

Josh was practicing the skill of **Dealing with Group Pressure** for the first time. In the group, he decided that his first practice would be with some friends who had pressured him to hang out at the convenience store. This was important to Josh because when he went along with his friends, he was often late to his job. He was afraid that if he was late again, he would get fired. Josh's homework report is shown on the next page.

On Question 1 of the homework report he wrote down the name of the skill (Dealing with Group Pressure), and on Question 2 he listed the steps. He wrote "at my locker" for Question 3 and "my friends" for Question 4 (he could have written the names of his friends). Finally, he said he would practice the skill "after school" (Question 5).

Josh carried out his assignment the next day after school. Afterwards, he filled out the rest of his homework report. He wrote down exactly what happened (Question 1). He remembered that he had missed one skill step (Question 2), so he rated himself as having done a *good* job (Question 3). For Question 4, he decided he should try the skill again the next time the same situation came up.

## Homework Report I

Name: Josh Date: September 15

### FILL IN DURING THIS CLASS

1. What skill will you use? *Dealing with Group Pressure*
2. What are the steps for the skill?
  1. *Think about what the group wants you to do and why.*
  2. *Decide what you want to do.*
  3. *Decide how to tell the group what you want to do.*
  4. *Tell the group what you have decided.*
3. Where will you try the skill? *At my locker.*
4. With whom will you try the skill? *My friends.*
5. When will you try the skill? *After school.*

### FILL IN AFTER DOING YOUR HOMEWORK

1. What happened when you did the homework?  
*My friends acted like they sort of understood.*
2. Which skill steps did you really follow?  
*1, 2, and 4.*
3. How good a job did you do in using the skill? (check one)  
☐ excellent    ☒ good    ☐ fair    ☐ poor
4. What do you think should be your next homework assignment?  
*Try the skill again with the same friends.*

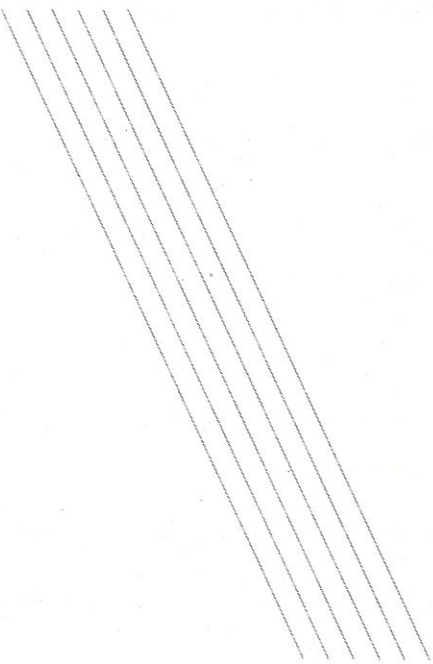




## At the next group meeting...

After you have filled out **Homework Report 1**, you will bring it to your next group meeting, where you will have a chance to talk about it. Your group leaders, as well as other group members, will give you feedback on how well you did your homework. They may also have suggestions on how you might have done it differently.

Feedback from other group members may help you to think about different ways to practice the new skill. After listening to their feedback, you are ready to plan for your next homework assignment, **Homework Report 2**.



# How to Complete Homework Report 2

---

Using a skill often is important for you to learn the skill well and enjoy the benefits of using that skill.

**Homework Report 2** helps you keep practicing your new skill. After you have role-played a new skill in the group and then practiced it for the first time outside your group (Homework Report 1), you will need to keep a record of other times you use the skill in your real life. This is where Homework Report 2 comes in.

Homework Report 2 forms will not usually be discussed in the group meetings, but your group leaders may ask you to turn them in from time to time so they can keep track of how well you are practicing the skill outside the group. Your group leaders may also write feedback comments on them and return them to you.

*You will find that the more often  
you practice a skill in many different situations,  
the more comfortable you will become in using the skill.*

---

# Rewarding yourself

The best way to learn your new skill as you practice is to reward or reinforce your efforts when you use the skill well. "Self-reinforcement" means doing something nice for yourself or saying something nice to yourself when you have done a good job.

## **FOR EXAMPLE . . .**

After doing your homework well, you might say, "I really worked hard. I'm proud of myself," or you might do something special, such as play basketball after school.

People tend to do things more often and more willingly after they have been rewarded or reinforced for doing those things. It is important for this self-reinforcement to be special because you do it to reward your special effort.

By rewarding yourself for practicing a new skill, you will be more likely to want to use that skill again in the future. Self-reinforcement is a very important part of Homework Report 2.



**Homework Report 2** asks many of the same questions as the first homework report, adding questions about ways you will reward yourself. Like Homework Report 1, it also has two parts. The first part includes eight questions:

- 1. What skill will you use?**  
Here you write the name of the skill you plan to practice.
- 2. What are the steps for the skill?**  
Write the skill steps you will practice. Writing these steps down will help you to learn and remember them.
- 3. Where will you try the skill?**  
Write where you will try this—for example, in class, at home, in the school hallway, and so on.
- 4. With whom will you try the skill?**  
Write the person's name or position.
- 5. When will you try the skill?**  
Write the general time—for example, fifth period, at dinner, before school.
- 6. If you do an excellent job, how will you reward yourself?**  
Tell how you will reward yourself if you follow all of the skill steps.
- 7. If you do a good job, how will you reward yourself?**  
Tell how you will reward yourself if you do well but forget one skill step.
- 8. If you do a fair job, how will you reward yourself?**  
Tell how you will reward yourself for giving this skill a try, even though you didn't do the skill as well as you would have liked.

After you have followed your plan and tried the skill, you will fill in the rest of **Homework Report 2**. You do this by answering the four questions at the bottom of the report:

- 1. What happened when you did the homework?**  
Write briefly what you said and did, what the other person said and did, how you felt, and what happened when you used the skill.
- 2. Which skill steps did you really follow?**  
Write which of the skill steps you took.
- 3. How good a job did you do in using the skill?**  
If you did your homework exactly as you planned it and followed all of the skill steps, then you should check *excellent*. Even if the person with whom you tried the skill did not react as you had hoped, if you followed all of the skill steps, you should still rate your practice as excellent. If you missed one skill step, you should check *good*. If you tried to use the skill but missed more than one skill step, you should check *fair*. If you did not do any part of your homework, you should check *poor*.
- 4. What do you think should be your next homework assignment?**  
Once you have practiced your new skill in another real-life situation, you should keep practicing. In the space for this question, write what homework assignment would be most useful to you to continue practicing your new skill.

**FOR  
EXAMPLE . . .**

Following is an example of Josh's second try at using the skill of **Dealing with Group Pressure** outside the group. He recorded this effort on Homework Report 2.

## Homework Report 2

Name: Josh Date: September 22

### FILL IN BEFORE DOING YOUR HOMEWORK

1. What skill will you use? *Dealing with Group Pressure*
2. What are the steps for the skill?
  1. *Think about what the group wants you to do and why.*
  2. *Decide what you want to do.*
  3. *Decide how to tell the group what you want to do.*
  4. *Tell the group what you have decided.*
3. Where will you try the skill? *At my locker.*
4. With whom will you try the skill? *My friends.*
5. When will you try the skill? *After school.*
6. If you do an excellent job, how will you reward yourself?  
*Go to a movie on Saturday.*
7. If you do a good job, how will you reward yourself?  
*Stop by Tony's to play basketball after work.*
8. If you do a fair job, how will you reward yourself? *Watch a show on TV.*

### FILL IN AFTER DOING YOUR HOMEWORK

1. What happened when you did the homework?  
*My friends acted like it was no big deal—they weren't mad at all.*
2. Which skill steps did you really follow? *1, 2, 3, and 4.*
3. How good a job did you do in using the skill? (check one)  
☒ excellent   ☐ good   ☐ fair   ☐ poor
4. What do you think should be your next homework assignment?  
*Try this with other people when they want me to join in making fun of my friend Joe.*



# Skill Contracts & Self-Recording Forms

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Your group leaders may ask you to sign a Skill Contract or use Self-Recording Forms to help you practice a skill that is particularly hard for you.

With a contract, you agree to use a skill and, in return, your leaders agree to do something for you. To help Marlisa keep practicing the skill of **Using Self-Control**, the leaders of her group asked her to sign the **Skill Contract** on the next page.

Self-Recording Forms are another way you can keep up your practice of a single skill or skill combinations. **Self-Recording Form 1** (on page 34) gave Marlisa a chance to see her improvement over time and in different situations when practicing the single skill of **Using Self-Control**.

Once Marlisa was comfortable with that skill, she began to combine skills. **Self-Recording Form 2** (on page 35) shows how Marlisa did on two separate occasions. The first time, she combined the skills of **Using Self-Control** and **Dealing with an Accusation** to help her stay out of trouble in science class. The second time, she combined **Using Self-Control** with **Dealing with Someone Else's Anger** to help her cope with a situation at home.

*We'll talk more about skill combinations in the last part of this manual, "Making It All Work."*

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## Skill Contract

Name: Marlisa

Date(s) of contract: September 21

I agree to use the skill of Using Self-Control

when I get angry with my science teacher.

If I do, then I'll get a pass to go off campus for lunch.

Student signature: Marlisa E.

Teacher/staff signature: Ms. Patterson

Review date: October 7

## Self-Recording Form 1

Name: Marlisa Date: October 7

INSTRUCTIONS: Each time you use the skill, write down when and how well you did.

SKILL: Using Self-Control

When?

How well did you do?  
(excellent, good, fair, poor)

- |  |                             |
|--|-----------------------------|
| 1. <u>I forgot my homework.</u><br><u></u>             | <u>good</u><br><u></u>      |
| 2. <u>My brother was in my room.</u><br><u></u>        | <u>fair</u><br><u></u>      |
| 3. <u>I dropped my notebook</u><br><u>in the hall.</u> | <u>excellent</u><br><u></u> |
| 4. <u>I failed a test.</u><br><u></u>                  | <u>good</u><br><u></u>      |



## Self-Recording Form 2

Name: Marlisa Date: November 3

INSTRUCTIONS: Each time you use any of these skills (or skill combinations), write down when and how well you did.

### SKILLS:

Using Self-Control and Dealing with an Accusation

Using Self-Control and Dealing with Someone Else's Anger

**When?**

**How well did you do?**  
(excellent, good, fair, poor)

1. In science class when Mrs. R. good  
said I was talking.

What happened as a result of your skill use?

I stayed in class and didn't go to the office.

**When?**

**How well did you do?**  
(excellent, good, fair, poor)

2. My mom yelled at me because good  
I forgot to clean up my room.

What happened as a result of your skill use?

I didn't get out of control and didn't get grounded.

# S U M M A R Y

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Practicing a newly learned skill outside of the group is one of the most important parts of Skillstreaming. Just because a person can role-play a skill in the group setting does not mean he or she will be able to use the skill in real life. If you really want to learn these skills well, be sure to do your homework assignments.

**Being able to use the skill  
when you need it takes  
practice.**

# 5 Skillstreaming Skills

Let's look now at the skills you will learn. You have already rated yourself on how well you use these skills on the Student Skillstreaming Checklist. There may be other skills you will decide you want to work on as you take part in the Skillstreaming group.

The skills are divided into six groups:

**Group I: Beginning Social Skills**

**Group II: Advanced Social Skills**

**Group III: Skills for Dealing with Feelings**

**Group IV: Skill Alternatives to Aggression**

**Group V: Skills for Dealing with Stress**

**Group VI: Planning Skills**

You will learn the skills through the Skillstreaming methods of modeling, role-playing, feedback, and transfer (homework assignments). Using these skills at first may seem artificial or fake. This is often the case when you first learn a skill. You will need to practice until you feel more comfortable and until the skill seems more natural.



Each time you learn a new skill, you will fill out a **Skill Sheet** like the sample filled out by Orlando, on the next page. This sheet lets you record the skill steps and any other information you would like to remember about the skill.

*Your group leaders will provide you with copies of the Skill Sheet. Keep your completed sheets in a notebook or another safe place so they will be available when you want to review your progress.*

*Your group leaders will guide you through learning one or more of these skills. Be sure to tell your leaders if there is a skill you want to work on right away.*

**FOR  
EXAMPLE . . .**

If you have a job interview coming up, it may be helpful for you to know the skill of **Introducing Yourself**. Or if you need to talk with one of your teachers about the grade you are earning, you may want to learn the skill of **Getting Ready for a Difficult Conversation**.

## Skill Sheet

Name: Orlando Date: November 12

SKILL: Making a Decision

### SKILL STEPS:

1. Think about the problem that requires you to make a decision.
2. Think about possible decisions you could make.
3. Gather accurate information about these possible decisions.
4. Reconsider your possible decisions using the information you have gathered.
5. Make the best decision.

NOTES: Best to use after Gathering Information.

Think of the consequences of each choice—short-term  
and long-term.

Make a list of people who might help to talk to if it's a  
tough decision.

# Group 1: Beginning Social Skills

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**Skill 1: Listening**

**Skill 2: Starting a Conversation**

**Skill 3: Having a Conversation**

**Skill 4: Asking a Question**

**Skill 5: Saying Thank You**

**Skill 6: Introducing Yourself**

**Skill 7: Introducing Other People**

**Skill 8: Giving a Compliment**

These beginning social skills are sometimes called “people-pleasing skills.” Think about how much you appreciate it when someone gives you a compliment or thanks you for something you have done. These are skills others appreciate, too—parents, teachers, bosses, and other people your age.

Although these beginning social skills may seem easy, they are sometimes quite difficult. Have you noticed how some people get very nervous when they try to make introductions? Some people get so nervous that they forget the name of the person they are introducing! This is not uncommon. Using these skills well will likely bring natural rewards to you, such as being thanked for giving a compliment and getting to know more people by introducing yourself.

*Fill out a Skill Sheet for each skill you learn from this group.  
Be sure to keep these sheets for later review.*



## Group II: Advanced Social Skills

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**Skill 9: Asking for Help**

**Skill 10: Joining In**

**Skill 11: Giving Instructions**

**Skill 12: Following Instructions**

**Skill 13: Apologizing**

**Skill 14: Convincing Others**

Advanced social skills include skills that generally are more difficult than the skills included in Group I. One reason for the increased difficulty is that these skills are often needed when you feel embarrassed or confused. Sometimes the feeling of embarrassment will stop you from using one of these skills.

Have you ever made a mistake and found it difficult to apologize for this mistake? Most of us have. Sometimes friendships are lost because someone is unable to apologize for a mistake. Or, how many times have you found yourself feeling confused and not remembering the instructions a teacher or your parent has given you? By learning these skills well and practicing them outside the group, you will be more likely to be able to use the skill, even though you feel embarrassed or confused.

*Fill out a Skill Sheet for each skill you learn from this group.*

*Be sure to keep these sheets for later review.*

# Group III: Skills for Dealing with Feelings

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**Skill 15: Knowing Your Feelings**

**Skill 16: Expressing Your Feelings**

**Skill 17: Understanding the Feelings of Others**

**Skill 18: Dealing with Someone Else's Anger**

**Skill 19: Expressing Affection**

**Skill 20: Dealing with Fear**

**Skill 21: Rewarding Yourself**

Sometimes it is difficult to know what you are feeling, let alone deal with those feelings in ways that will help you. Sometimes you may know what to do if a problem with a friend or a parent comes up, but the feelings you have are so strong that you can't take the first step to solve the problem. Feelings are okay to have; it's how we act in some situations when we have certain feelings that gets us into trouble. This group includes skills for dealing with different feelings.

*Fill out a Skill Sheet for each skill you learn from this group.  
Be sure to keep these sheets for later review.*

# Group IV: Skill Alternatives to Aggression

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**Skill 22: Asking Permission**

**Skill 23: Sharing Something**

**Skill 24: Helping Others**

**Skill 25: Negotiating**

**Skill 26: Using Self-Control**

**Skill 27: Standing Up for Your Rights**

**Skill 28: Responding to Teasing**

**Skill 29: Avoiding Trouble with Others**

**Skill 30: Keeping Out of Fights**

Some adolescents try to solve their problems by acting out aggressively. They may think that hitting, shoving, kicking, and other aggressive acts are the only choices they have. Other people act out in aggressive ways to show their power or to get their needs met quickly. However, they also often get into trouble and lose friends. Aggression may get someone's needs met in the short run, but it almost always has negative long-term consequences. Learning the skills in this group will increase the choices you have in solving problems.

Some of these skills have, as their first step, a way to stop the impulse to act out aggressively. We call this a "self-control strategy." When people are used to acting out in anger, they need to learn a strategy to control their anger before they can go on to deal with the problem. Using Self-Control is a good skill to learn first.

Learning the skills in this group takes a lot of practice. When a person is used to acting aggressively, he or she will need to review these skills, even when working on another group of skills. It is important for other group members to give support and encouragement.

*Fill out a Skill Sheet for each skill you learn from this group.*

*Be sure to keep these sheets for later review.*



# Group V: Skills for Dealing with Stress

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**Skill 31: Making a Complaint**

**Skill 32: Answering a Complaint**

**Skill 33: Being a Good Sport**

**Skill 34: Dealing with Embarrassment**

**Skill 35: Dealing with Being Left Out**

**Skill 36: Standing Up for a Friend**

**Skill 37: Responding to Persuasion**

**Skill 38: Responding to Failure**

**Skill 39: Dealing with Contradictory Messages**

**Skill 40: Dealing with an Accusation**

**Skill 41: Getting Ready for a Difficult Conversation**

**Skill 42: Dealing with Group Pressure**

This group of skills will help you increase your choices in dealing with day-to-day stress. For example, how do you handle a situation when you feel a person in authority—such as a parent, teacher, or police officer—is being unfair? Or when you feel embarrassed? Or when your friends pressure you to do something you don't want to do?

Many situations in our daily lives cause stress. Learning ways to deal with these events at home, at school, and with your friends can make your life less troubled. The skills you learn will be choices you can make throughout your life.

*Fill out a Skill Sheet for each skill you learn from this group.  
Be sure to keep these sheets for later review.*

# Group VI: Planning Skills

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**Skill 43: Deciding on Something to Do**

**Skill 44: Deciding What Caused a Problem**

**Skill 45: Setting a Goal**

**Skill 46: Deciding on Your Abilities**

**Skill 47: Gathering Information**

**Skill 48: Arranging Problems by Importance**

**Skill 49: Making a Decision**

**Skill 50: Concentrating on a Task**

At times, people may react rather than think things out before acting. These reactions may lead to poor decisions. Have you ever reacted without thinking, then were sorry that you did? Most of us have. Although some problems are outside our control, we can change the final outcome of many problems if we plan in advance.

This last group of skills deals with ways to plan, make decisions, and set goals. These are important skills to learn in solving the problems you face every day.

*Fill out a Skill Sheet for each skill you learn from this group.*

*Be sure to keep these sheets for later review.*

# 6 Making It All Work

At this point you have role-played, practiced, and completed homework assignments on many Skillstreaming skills.

This chapter will talk about some areas that will help make Skillstreaming work even better for you.

**Nonverbal Communication**

**Skill Homework**

**Changing Skill Use**

**Skill Combinations**

**Skill Shifting**





**Dealing with Negative Outcomes**



# Nonverbal Communication

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Have you ever heard the saying "It's not what you say, but how you say it"? Maybe you have been in one of the following situations:

-  Someone says "yes" but at the same time shakes his or her head "no."
-  You ask friends to go someplace with you and, even though they agree, you have the feeling they don't want to go.
-  Someone tells you to take your time but at the same time acts impatient.
-  Someone compliments you, but you get the feeling he or she really means the opposite.

*If you have ever experienced these kinds of feelings,  
it is likely that they came from nonverbal communication.*

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Some ways you  
communicate  
nonverbally  
include:

**Standing or sitting posture**

**Facial expressions**

**Gestures**

Unspoken actions  
or behaviors like these  
give much of the meaning  
to what we say.

**The way in which something  
is said increases the meaning of the spoken word.**  
**A simple statement may seem to the listener to be aggressive, unassertive, or assertive.**

.....

## Aggressive

Aggressive nonverbal behavior might include leaning toward another person or standing too close. The aggressive person may make a fist, put hands on hips, or tightly fold his or her arms in front of the body. Facial expressions can also show aggression—clenching teeth, frowning, and so forth. The aggressive person may stare directly at someone else's face without looking away.

## Unassertive

Unassertive behavior is the opposite of aggressive action. For example, if a person is unassertive, he or she may stand back or too far away from another. The person's hands may be behind his or her back. The person may look down toward the ground instead of at the other person. The expression on the person's face may be one of uncertainty.

## Assertive

When a person acts assertively, he or she stands at a comfortable distance, makes eye contact but looks away from time to time, and shows good listening behaviors—for example, head nodding. Facial expressions are friendly. Overall, an assertive person's actions show self-confidence.



Your voice tone, volume, and rate of speech also give meaning to what you say. For example, if you get home late, a parent may tell you "I'm glad you're finally home." If he or she says this in a loud voice, slowly, and with emphasis on the word *finally*, you may feel that the statement is angry. On the other hand, if the voice tone is soft and the volume is low, with emphasis on the word *home*, the statement may instead show relief.

Giving helpful suggestions about nonverbal messages during Skillstreaming role-plays will help the main actor be more aware of his or her nonverbal communication. When you use the Skillstreaming skills in real life, it is very important to think about these nonverbal ways of communicating.



# Skill Homework

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Learning any new skill well takes practice. The more times you try a skill, the more likely it is that you will remember to use the skill when you are under stress in a real-life situation. The Skillstreaming homework assignments are a way to remind you to use the skills. They are also a good record of the skills you have tried and how well you have acted out the skills.

Even when you are working on a new skill, it is important to keep practicing the skills you have already learned. Reviewing your completed homework assignments and Skill Sheets will show you how much you have really learned and remind you to use the skills when you need them.

# Changing Skill Use

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Some skills work well with some people and in some situations but must be changed for other people or situations. Changing the way you use a skill according to the person, setting, and situation is sometimes called “behavioral flexibility.” This means adjusting or changing your actions to fit the situation better.

## **FOR EXAMPLE . . .**

The way you start a conversation with a friend is very different from the way you begin a conversation with an adult in an authority position. You may say something like “Hey, man, how are you doin’?” to a friend, but this won’t go over very well if you say it to your boss. Saying, “Good morning, Mr. Jones” would be much better. Likewise, the way you express affection to a parent or a close friend should be very different from the way you express these feelings to a favorite teacher.

It is important to think about how the other person will react to your use of any given skill.

You won’t always be able to predict the person’s reactions—no one can predict just how another person will react all of the time.




Your past experience with how this person typically reacts will give you some idea.

Nonverbal signs may also clue you in to how the person may respond.

### FOR EXAMPLE . . .

Your use of the skill **Asking for Help** is unlikely to be very successful if the person you choose to ask is not feeling well, is busy, or is angry about something else. Using the skill of **Negotiating** would probably not be wise when a parent is frustrated with work or hurrying because he or she is late.

Considering the person, setting, and situation before using your skills requires practice and paying close attention to others' behaviors. Here are some questions to ask yourself before using a skill:

-  Is this a good time to use this skill?  
If I use this skill now, how do I think the person will react?
-  Is this a good place to use this skill?  
Would another setting be better?
-  Who is the best person with whom to use this skill?

**Taking the time to ask such questions and plan for skill use will increase the chances that the skill will work for you.**

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# Skill Shifting

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When one skill doesn't work for you, you try another skill. We call this "skill shifting."

## FOR EXAMPLE . . .

Instead of using the skill **Asking for Help** with a person who is angry or frustrated, you may decide to use **Listening** or **Understanding the Feelings of Others**.

When a parent is late and hurrying, you may decide first to try **Helping Others** and save the skill of **Negotiating** for a better time.

Remember that one of the goals of Skillstreaming is to keep you out of trouble. If you have a pattern of dealing with your problems with anger or aggression, it may take time before others understand that you have learned better ways of handling problems. If this is the case, and you are unsuccessful using the **Negotiating** skill, you may need to switch to **Following Instructions**.

# Skill Combinations

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Sometimes you may find that just one skill will not deal with the problem in the way you would like it to. In such cases, more than one skill, or even a combination of skills, is needed.

## FOR EXAMPLE . . .

Bob tries the skill **Making a Complaint** to explain to his mother about a problem, but his mother doesn't understand.



Bob might use **Making a Complaint, Responding to Failure, and Standing Up for Your Rights** with his mother.

Betty is accused of cheating on a test and correctly follows the skill steps for **Dealing with an Accusation**, but the teacher doesn't believe her.



Betty might try **Dealing with an Accusation** first, then follow up with **Expressing Your Feelings**.

Fred is teased day after day by three other kids on his block. Fred does a good job of using the skill of **Responding to Teasing**, but they keep on making their nasty comments.







After trying **Responding to Teasing**, Fred might try **Dealing with Fear** and **Keeping Out of Fights**.

# Dealing with Negative Outcomes

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Sometimes a situation seems right for a certain skill, but the outcome is not what you expect or want. Even very careful planning cannot prevent this from happening at times. Remember, another person's actions cannot always be predicted. If your use of a skill is unsuccessful, here is what you need to do:

-  Reward yourself for trying the skill.  
Think of your skill use as another practice.
-  Think about the nonverbal behaviors that may have affected your use of the skill.
-  Think about the time, setting, or person with whom you used the skill. Were there signs that maybe this was not a good time or place to try the skill? Maybe another person would respond better.
-  Ask yourself whether another skill would have been better to try.

Sometimes no matter how well you use a skill, it just won't get you what you want. Skills will not always work in every situation or with every person. In such cases, the skills of **Responding to Failure** and **Using Self-Control** are good.



# SUMMARY

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In order for the skills you have learned in Skillstreaming to become natural, you will need to role-play and use them in real life. Pay attention to nonverbal communication when you use the skills. Consider changing the skills you use according to the people, situation, and setting involved. Doing so will increase the chance that your skill use will be successful.

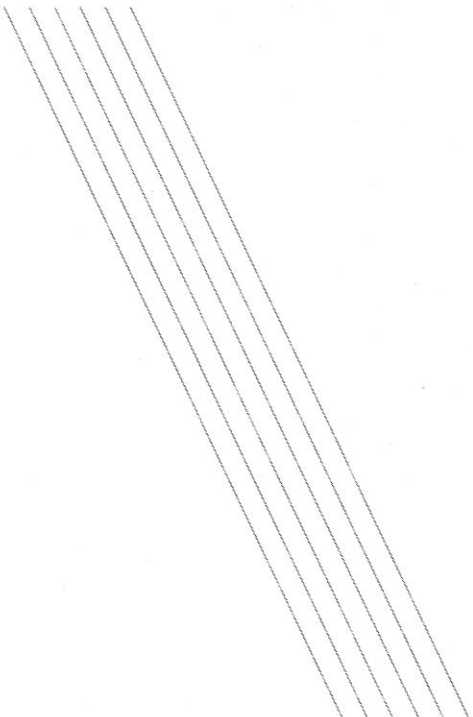
Even if you follow all the skill steps correctly, there will be times when a skill won't work. If one skill isn't successful, shift to a different skill or try using a combination of skills.



## *After you complete the Skillstreaming group...*

Review your Skill Sheets and completed homework assignments often.

You can also refer to this manual as new situations come up to help you continue to use these very valuable skills.



# ALPHABETICAL LIST OF SKILLS

Answering a Complaint .....	SKILL 32
Apologizing .....	SKILL 13
Arranging Problems by Importance .....	SKILL 48
Asking a Question .....	SKILL 4
Asking for Help .....	SKILL 9
Asking Permission .....	SKILL 22
Avoiding Trouble with Others .....	SKILL 29
Being a Good Sport .....	SKILL 33
Concentrating on a Task .....	SKILL 50
Convincing Others .....	SKILL 14
Dealing with an Accusation .....	SKILL 40
Dealing with Being Left Out .....	SKILL 35
Dealing with Contradictory Messages .....	SKILL 39
Dealing with Embarrassment .....	SKILL 34
Dealing with Fear .....	SKILL 20
Dealing with Group Pressure .....	SKILL 42
Dealing with Someone Else's Anger .....	SKILL 18
Deciding on Something to Do .....	SKILL 43
Deciding on Your Abilities .....	SKILL 46
Deciding What Caused a Problem .....	SKILL 44
Expressing Affection .....	SKILL 19
Expressing Your Feelings .....	SKILL 16
Following Instructions .....	SKILL 12



Gathering Information .....	SKILL 47
Getting Ready for a Difficult Conversation .....	SKILL 41
Giving a Compliment .....	SKILL 8
Giving Instructions .....	SKILL 11
Having a Conversation .....	SKILL 3
Helping Others .....	SKILL 24
Introducing Other People .....	SKILL 7
Introducing Yourself .....	SKILL 6
Joining In .....	SKILL 10
Keeping Out of Fights .....	SKILL 30
Knowing Your Feelings .....	SKILL 15
Listening .....	SKILL 1
Making a Complaint .....	SKILL 31
Making a Decision .....	SKILL 49
Negotiating .....	SKILL 25
Responding to Failure .....	SKILL 38
Responding to Persuasion .....	SKILL 37
Responding to Teasing .....	SKILL 28
Rewarding Yourself .....	SKILL 21
Saying Thank You .....	SKILL 5
Setting a Goal .....	SKILL 45
Sharing Something .....	SKILL 23
Standing Up for a Friend .....	SKILL 36
Standing Up for Your Rights .....	SKILL 27
Starting a Conversation .....	SKILL 2
Understanding the Feelings of Others .....	SKILL 17
Using Self-Control .....	SKILL 26