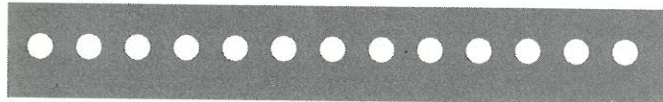


Skillstreaming the **Elementary** **School Child**



Student ***Manual***

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1

Introduction to Skillstreaming

Have you ever felt angry, left out, or that something is unfair . . . but not known what to do about it?

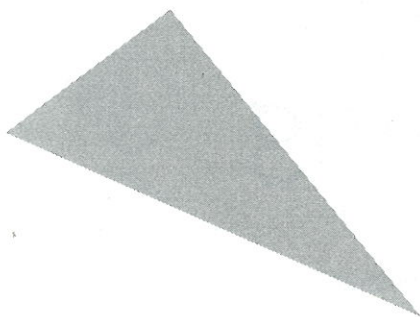
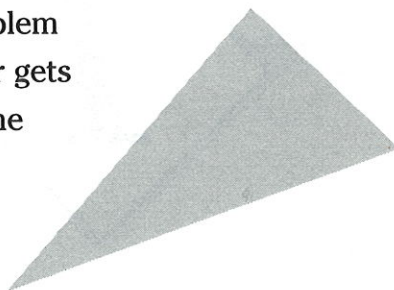
Skillstreaming is a way to learn how to handle these and many other kinds of problems. It will teach you to deal with problems in ways that are helpful to you and to other people, like your parents, teachers, and friends.

Skillstreaming will help you learn:

- ★ How to get along with others
- ☯ Ways to stay out of trouble
- ✱ Ways to make friends
- ➔ Ways to handle your anger

In Skillstreaming, the plans you will use to handle problems are called "skills." The teachers of your group will guide you in learning these skills.

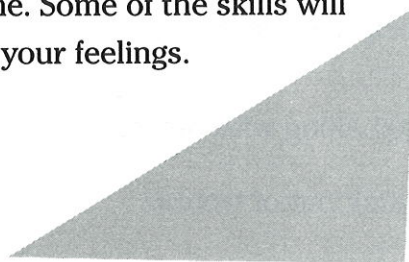
Many times people deal with a problem in a way that hurts someone else or gets them into trouble because that is the only way they know how to act.



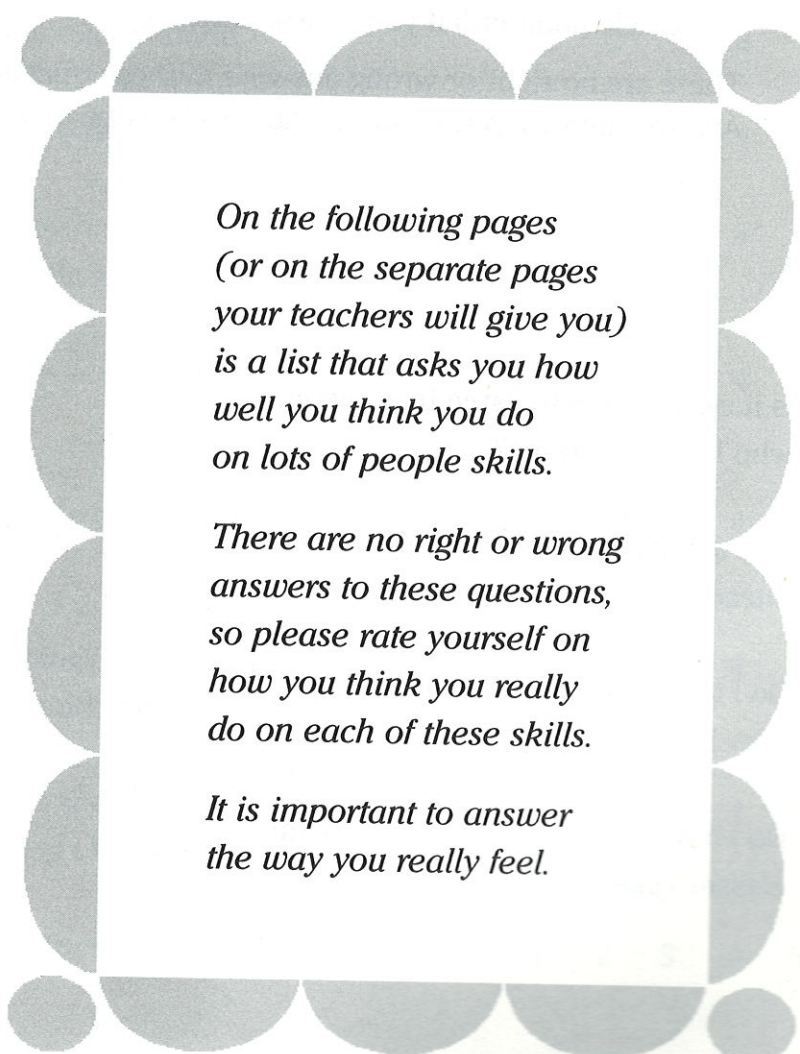
The goal of Skillstreaming is to give you more choices in how to handle problems.

Once you have learned the Skillstreaming skills, you will be the one to choose whether or not to use them.

The skills you will learn are “people skills.” These are skills to help you get along better in school or at home. Some of the skills will help you deal with your feelings.



It is important that the teachers of your group know which skills you believe you need to work on. If a skill is one you want to learn, you will try harder to learn it. The skills you will learn will be the ones that most of the members of your group need.



*On the following pages
(or on the separate pages
your teachers will give you)
is a list that asks you how
well you think you do
on lots of people skills.*

*There are no right or wrong
answers to these questions,
so please rate yourself on
how you think you really
do on each of these skills.*

*It is important to answer
the way you really feel.*

Student Skillstreaming Checklist

Name: _____ Date: _____

INSTRUCTIONS: Each of the questions will ask you about how well you do something. Next to each question is a number.

Circle number 1 if you *almost never* do what the question asks.

Circle number 2 if you *seldom* do it.

Circle number 3 if you *sometimes* do it.

Circle number 4 if you do it *often*.

Circle number 5 if you *almost always* do it.

There are no right or wrong answers to these questions.
Answer the way you really feel about each question.

- | | <i>almost never</i> | <i>seldom</i> | <i>sometimes</i> | <i>often</i> | <i>almost always</i> |
|--|---------------------|---------------|------------------|--------------|----------------------|
| 1. Is it easy for me to listen to someone who is talking to me? | 1 | 2 | 3 | 4 | 5 |
| 2. Do I ask for help in a friendly way when I need help? | 1 | 2 | 3 | 4 | 5 |
| 3. Do I tell people thank you for something they have done for me? | 1 | 2 | 3 | 4 | 5 |
| 4. Do I have the materials I need for my classes (like books, pencils, paper)? | 1 | 2 | 3 | 4 | 5 |

	<i>almost never</i>	<i>seldom</i>	<i>sometimes</i>	<i>often</i>	<i>almost always</i>
5. Do I understand what to do when directions are given, and do I follow these directions?	1	2	3	4	5
6. Do I finish my schoolwork?	1	2	3	4	5
7. Do I join in on class talks or discussions?	1	2	3	4	5
8. Do I try to help an adult when I think he/she could use the help?	1	2	3	4	5
9. Do I decide what I don't understand about my schoolwork and ask my teacher questions in a friendly way?	1	2	3	4	5
10. Is it easy for me to keep doing my schoolwork when people are noisy?	1	2	3	4	5
11. Do I fix mistakes on my work without getting upset?	1	2	3	4	5
12. Do I choose something to do when I have free time?	1	2	3	4	5
13. Do I decide on something I want to work for and keep working until I get it?	1	2	3	4	5
14. Is it easy for me to take the first step to meet somebody I don't know?	1	2	3	4	5
15. Is it easy for me to start a conversation with someone?	1	2	3	4	5

- | | <i>almost never</i> | <i>seldom</i> | <i>sometimes</i> | <i>often</i> | <i>almost always</i> |
|--|---------------------|---------------|------------------|--------------|----------------------|
| 16. When I have something else I have to do, do I end a conversation with someone in a nice way? | 1 | 2 | 3 | 4 | 5 |
| 17. Do I ask to join in a game or activity in a friendly way? | 1 | 2 | 3 | 4 | 5 |
| 18. Do I follow the rules when I play a game? | 1 | 2 | 3 | 4 | 5 |
| 19. Is it easy for me to ask a favor of someone? | 1 | 2 | 3 | 4 | 5 |
| 20. Do I notice when somebody needs help and try to help the person? | 1 | 2 | 3 | 4 | 5 |
| 21. Do I tell others that I like something nice about them or something nice they have done for me or for somebody else? | 1 | 2 | 3 | 4 | 5 |
| 22. When someone says something nice about me, do I accept what the person says? | 1 | 2 | 3 | 4 | 5 |
| 23. Do I suggest things to do with my friends? | 1 | 2 | 3 | 4 | 5 |
| 24. Am I willing to share my things with others? | 1 | 2 | 3 | 4 | 5 |
| 25. Do I tell others I'm sorry after I do something wrong? | 1 | 2 | 3 | 4 | 5 |
| 26. Do I know how I feel about different things that happen? | 1 | 2 | 3 | 4 | 5 |

	<i>almost never</i>	<i>seldom</i>	<i>sometimes</i>	<i>often</i>	<i>almost always</i>
27. Do I let others know what I am feeling and do it in a good way?	1	2	3	4	5
28. Do I try to tell how other people are feeling?	1	2	3	4	5
29. Do I show others that I understand how they feel?	1	2	3	4	5
30. When someone has a problem, do I let the person know that I care?	1	2	3	4	5
31. When I am angry, do I deal with it in ways that won't hurt other people?	1	2	3	4	5
32. Do I try to understand other people's angry feelings?	1	2	3	4	5
33. Do I let others know I care about them?	1	2	3	4	5
34. Do I know what makes me afraid, and do I think of things to do so I don't stay afraid?	1	2	3	4	5
35. Do I say and do nice things for myself when I have earned it?	1	2	3	4	5
36. Do I keep my temper when I am upset?	1	2	3	4	5
37. Do I know when I have to ask to do something I want to do, and do I ask in a friendly way?	1	2	3	4	5

	<i>almost never</i>	<i>seldom</i>	<i>sometimes</i>	<i>often</i>	<i>almost always</i>
38. When somebody teases me, do I stay in control?	1	2	3	4	5
39. Do I try to stay away from things that may get me into trouble?	1	2	3	4	5
40. Do I think of ways other than fighting to take care of problems?	1	2	3	4	5
41. Do I think of ways to deal with a problem and what might happen if I use these ways?	1	2	3	4	5
42. When I do something I shouldn't have done, do I accept what happens then?	1	2	3	4	5
43. Do I decide what I have been accused of and why, then think of a good way to handle the situation?	1	2	3	4	5
44. When I don't agree with somebody, do I help think of a plan to make both of us happy?	1	2	3	4	5
45. When I feel bored, do I think of good things to do and then do them?	1	2	3	4	5
46. Do I know when a problem happened because of something I did?	1	2	3	4	5
47. Do I tell others without getting mad or yelling when they have caused a problem for me?	1	2	3	4	5

	<i>almost never</i>	<i>seldom</i>	<i>sometimes</i>	<i>often</i>	<i>almost always</i>
48. Do I help think of a fair way to take care of a complaint against me?	1	2	3	4	5
49. When I lose at a game, do I keep from getting upset?	1	2	3	4	5
50. Do I tell others something good about the way they played a game?	1	2	3	4	5
51. Do I decide if I have been left out, then do things in a good way to make me feel better?	1	2	3	4	5
52. Do I do things that will help me feel less embarrassed?	1	2	3	4	5
53. When I don't do well on something (on a test, doing my chores), do I decide ways I could do better next time?	1	2	3	4	5
54. When I am told no, can I keep from becoming upset?	1	2	3	4	5
55. Do I say no to things that might get me into trouble or that I don't want to do, and do I say it in a friendly way?	1	2	3	4	5
56. Can I keep my body from getting tight and tense when I am angry or upset?	1	2	3	4	5

- | | <i>almost never</i> | <i>seldom</i> | <i>sometimes</i> | <i>often</i> | <i>almost always</i> |
|---|---------------------|---------------|------------------|--------------|----------------------|
| 57. When a group of kids wants me to do something that might get me into trouble or that is wrong, do I say no? | 1 | 2 | 3 | 4 | 5 |
| 58. Do I keep from taking things that aren't mine? | 1 | 2 | 3 | 4 | 5 |
| 59. Is it easy for me to decide what to do when I'm given a choice? | 1 | 2 | 3 | 4 | 5 |
| 60. Do I tell the truth about what I have done, even if I might get into trouble? | 1 | 2 | 3 | 4 | 5 |

2

Parts to Learning Skillstreaming

There are four parts to learning Skillstreaming. These are:

Modeling

Having someone show
you the skill

Role-playing

Trying out the skill yourself

Feedback

Having someone tell you
how well you did

Transfer

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

These learning parts are the same ones you have used to learn many of the things you know. Let's say that you like to play basketball. How did you learn to play basketball? More than likely you learned it this way:



First you watched someone who was good at it.

Then you tried it yourself.



Then a coach or teacher told you the things you were doing right and the things you needed to do to play better.

Finally you practiced shooting baskets on your own or with a friend.



The way you learned to play basketball, or to add and subtract in math, or to play the piano is the very same way you will learn to use people skills.

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

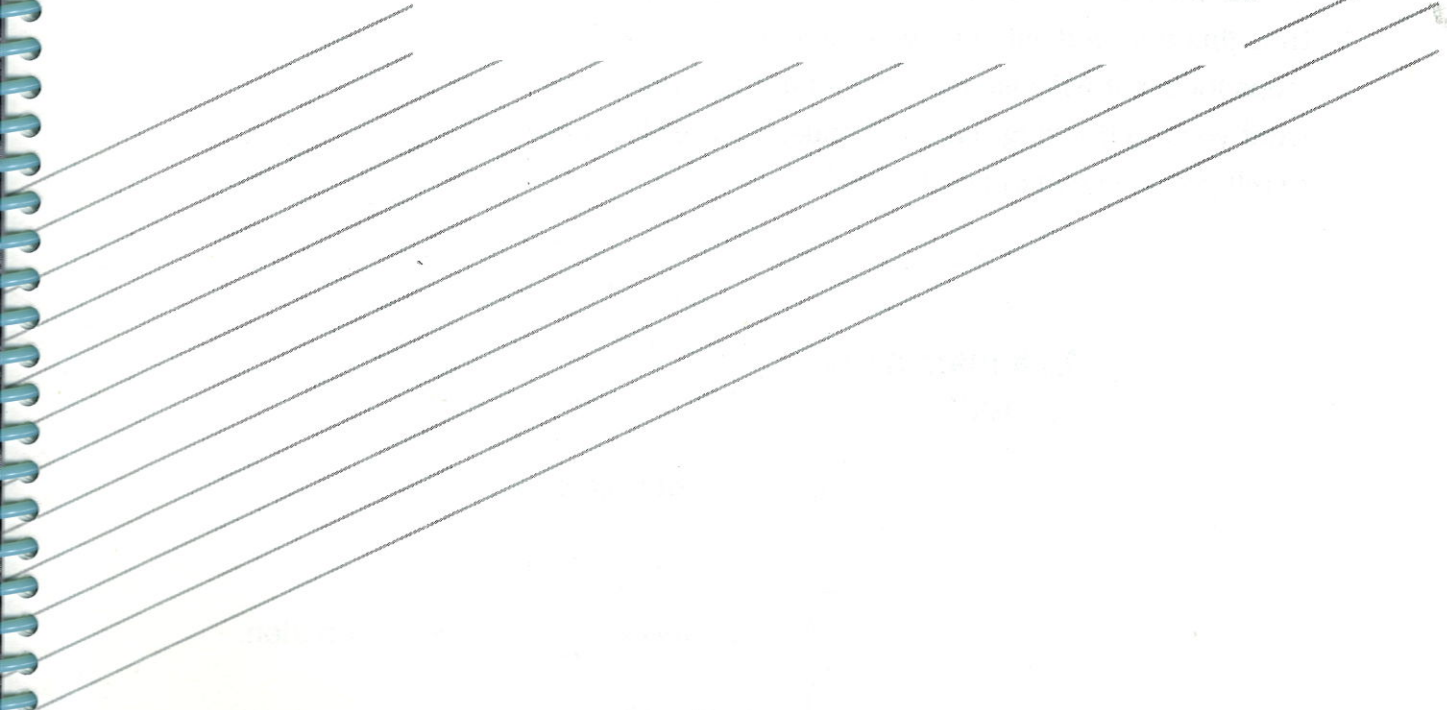
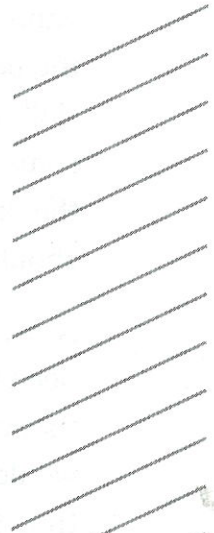
Modeling is a good way to learn many things. Learning by modeling means learning by watching others do something first. Students your age often want the clothes they see other students wearing. They act in ways they have seen others their age acting. New dances and ways of talking are other things people learn through modeling.

Your teachers will begin each Skillstreaming group by modeling—or showing you—one of the people skills you will be learning.

Role-Playing

After the modeling of the skill in your group, you will talk about how the skill could help you in your life. You will be asked to think of times when you could use the skill. Then you will try it out (role-play) in the group. Your teachers will help you pick out a situation you can role-play.

In the role-plays, there are three different roles. You will be taking on each one of these roles.



Main Actor

.....

The main actor is the person who will act out the steps of the skill being learned. As the main actor, you will 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 really have the problem. You will tell the co-actor how he or she should act in the role-play to make it seem more real.

Next, you will act out the steps of the skill that has been modeled for you. For the steps that are your thoughts, you will need to “think aloud” what you would normally think silently to yourself. Saying your thoughts out loud will help you remember the skill steps longer. It will also help others in the group know what you are thinking. This will make it easier for them to tell you how you did on the skill.

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

Sometimes you will be the co-actor when someone else is the main actor. The co-actor's job is to help the main actor by reacting in a real-life way to what the main actor says and does. Your teachers will help you with what to say and do as the co-actor.

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

△ Help the main actor.

Observer

You will be asked to be an observer during some role-plays. As an observer, it is your job to watch what the actors are doing and saying. You will listen with care to which skill steps the main actor follows and which steps he or she does not follow. You will think about and tell what the main actor does well and what he or she could do better.

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

- △ Listen.
- △ Watch.
- △ Think of things done well.
- △ Think of things that could be done better.