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SST INTERVENTION IN A RURAL SPECIAL EDUCATION SETTING

DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF A SOCIAL SKILLS
TRAINING INTERVENTION IN A RURAL SPECIAL-SCHOOL SETTING FOR STUDENTS
WITH MILD/MODERATE DISABILITIES

by

Sheree Duncan

A project submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Special Education

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ABSTRACT

Given the critical degree to which a person's level of social competence influences one's academic, mental, social, and interpersonal success, it is imperative that schools facilitate the learning of social skills. The purpose of this study was to design, implement and evaluate a social skills training intervention for students with mild disabilities (and behaviors that adversely affect their participation in a general curriculum or resource settings) in a rural special school setting. A review of literature guided the design and evaluation of the intervention. According to analysis of data on student behavior, the social skills training intervention did not consistently influence an increase in replacement behavior. The results of the study were consistent with prior research, best summarized by Maag (2006) who observed that the core issue of social skills training interventions "may be the feasibility of implementing and evaluating their effectiveness in public school settings" (p. 14). Conclusions from the study include recommendations for the school to improve a future social skills training intervention.

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Introduction

The long held debate of preferred service delivery model (e.g., inclusion, mainstreaming, special classes, special schools) for students with special needs, of itself, serves as proof that educational-related professionals regard students with mild disabilities (e.g., behavior disorder, specific learning disability, attention deficit/hyperactivity disorder) as having difficulty with personal and social behaviors (Gresham & MacMillan, 1997). Gresham and MacMillan's (1997) review of social competence of students with mild disabilities showed that these students "have difficulties in negotiating both peer-related and teacher-related adjustments in school settings" (abstract), as well, they "had poorer social skills, exhibited more interfering problem behaviors, and were poorly accepted or rejected by peers" (abstract). Parker and Asher (1987) further assessed that:

...youths who lack social competence have been at risk for many difficulties, including, but not limited to, aggression, rejection by peers, academic failures, loneliness, social dissatisfaction, difficulty maintaining employment and relationships with others, mental illnesses, and contact with the legal system" (as cited in Maag, 2006, p. 4).

Maag (2006) concluded, "consequently, many social skill training (SST) studies have appeared in the literature . . . as a way to lessen the impact of these deleterious outcomes" (p. 4). Bellini, Peters, Benner and Hopf (2007) concurred, in regards to students with autism spectrum disorders, that deficits in social skills foreshadow a tendency to develop greater struggles specifically related to being able to establish and maintain meaningful relationships, thus "social skills are critical to successful social,

emotional and cognitive development. As such, effective social skill programming should be an integral component of educational programming” (p. 153).

The purpose of this creative project proposal was to design, implement and evaluate a social skills training intervention for seventh and eighth grade students identified with a disability as well as significant behaviors that interfere with their progress in the general curriculum, and who receive their education in a rural special-school setting. I designed and implemented the intervention, using curriculum from *Building Assets Together* (Roehlkepartain, J), *Activities That Teach* Series (Jackson, T.), *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth* (Goldstein, A.P. ,Glick, B., & Gibbs, J.C.) and *Bully Prevention In Positive Behavior Supports* (Ross, S, Horner, R., & Stiller, B.) . I directed the intervention, therefore, and used data obtained from an observer to indicate the fidelity with which the intervention was administered. I evaluated the effect of the intervention on student behavior by using a daily behavior rating form in which teachers recorded their observations of the students’ performance of a target and replacement behavior during the course of the intervention. I also attempted to measure teacher attitude towards, acceptance of, and willingness to participate in the intervention.

Social Skills and Social Competency

Social skills, or social behaviors, can be viewed as specific actions or behaviors one employs to operate in a given situation (Kavale & Mostert, 2004; Maag, 2005; Gresham & MacMillan, 1997). Examples of social skills include listening, asking a question, introducing yourself, asking for help, apologizing, and convincing others. Furthermore, social skills can be related to specific situations such as dealing with

feelings (e.g., expressing affection, dealing with fear, rewarding yourself), stress (e.g. making and answering complaints, dealing with embarrassment, dealing with group pressure), aggression (e.g. using self-control, helping others, responding to teasing) and planning skills (e.g. setting a goal, making a decision, concentrating on a task) (Goldstein, Glick, Gibbs, 1998 p. 211-212; Korineck & Popp, 1997). There are many other compiled lists of skills and descriptive categories as the number of available packaged social skills curricula is increasing significantly (Korineck & Popp, 1997).

McFall (1982) is cited (Kavale & Mostert, 2004; Gresham & MacMillan, 1997; Gresham, 1997; Cook, Gresham, Kern, Barreras, Thornton, & Crews, 2008), for constructing an explanation of social competency as:

an evaluative term based on social agents' judgments (given certain criteria) of whether a person has performed social tasks adequately. These judgments may be based on opinions of significant others (e.g., teacher, parents, and peers), comparisons to explicit criteria (e.g., number of social tasks performed correctly in relation to some criterion), or comparisons to a normative sample. McFall's notion of social competence views social skills as specific behaviors which result in judgments of social competence. Thus social skills are behaviors, and social competence represents a judgment about those behaviors (Gresham & MacMillan, 1997, p.381).

Social competency and students with disabilities. Social competency deficits are found to be characteristics of a wide range of students with recognized mild/moderate disabilities. Under the Individuals With Disabilities Education Improvement Act (IDEIA, 2004) there are two criterion for qualifying a student with a serious emotional

disturbance (referred to as a student identified with behavior disorder or BD, in this paper): a) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, and b) the expression of inappropriate behavior or feelings under normal circumstances.

However, concerns regarding social competence deficits are not limited only to students with serious emotional disturbance. Students with disabilities (as a general term, not inclusive of Individuals with Disabilities Education Improvement Act [IDEIA]) that manifest social-behavioral difficulties include attention deficit hyperactivity disorder (ADHD) (Corkum, Corbin, & Pike, 2010), specific learning disabilities (SLD) (Kavale & Mostert, 2004) and autism spectrum disorder (ASD) (Bellini, et al., 2007).

Review of literature regarding social functioning of students with SLD reveals that “social problems are a reality for a significant number of LD youth” (Schumaker, 1988 p. 337 as cited in Kavale & Mostert, 2004 p. 31). These problems include an array of social skill deficits pertaining to self-concept, classroom behavior, communicative competence, social behavior and social relationships (Kavale & Mostert, 2004).

Although IDEIA does not identify ADHD as an eligible disability, students with ADHD are often characterized by their behaviors of impulsivity, over activity and inattention (Gresham & McMillan, 1997). These symptoms of ADHD can create social skill deficits defined by specific behaviors of not staying on topic, taking turns in conversations and missing non-verbal cues (Corkum, et al., 2010). Students with ADHD are found to have a proclivity toward poor social relationships including interpersonal

relationships with peers, parents and teachers, and often have an exaggerated understanding of how well liked by others they are due to lack of emotional recognition (Gresham & McMillan, 1997; Corkum, et al., 2010).

Considering the social competency of students with ASD is similar to students identified with BD: the very definition of the disability indicates a social skill deficit. Bellini, et al. (2007), point out that “impairment of social functioning is a central feature of autism spectrum disorder” (p. 153). Behavioral characteristics of ASD include difficulty communicating, processing information and establishing social relationships (Bellini, et al., 2007).

Social Skills Training (SST)

As Maag (2006) suggests, “there is no one intervention technique to train social skills” (p.8). In the review of studies reviewed by Maag (2006), most often the intervention techniques included both cognitive and behavioral techniques used independently and jointly (p.8). Specific cognitive-behavioral intervention (CBI) techniques included: goal setting, coaching, feedback, problem solving training, discussion, instruction, and private speech self-instruction, monitoring, and reinforcement. Effective techniques also included behavioral components such as modeling, rehearsal and positive reinforcement (Maag, 2006, p.8). Cook, et al. (2008) also found that “most SST programs involve the use of multiple strategies (e.g. modeling, coaching, behavioral rehearsal, addressing cognitive distortions, problem-solving components, reinforcement) rather than just a particular technique” (p. 135).

SST efficacy and recommendations. Given the abundance of literature in regards to SST, it quickly became clear that it is much more efficient to draw conclusions

regarding the efficacy of SST based on meta-analyses and even more so, as in the case of Cook, et al. (2008) and Maag (2006) a “review of the reviews” as Maag (2006 p. 5) calls his work or a “mega-analysis” of meta-analyses (Maag, 2006; Cook et al., 2008). The majority of the meta-analyses sorted studies pertaining to particular disability populations (e.g., specific learning disability, emotional disturbance/behavioral disorder). The consensus of the reviews can be summarized best by Bellini, et al. (2007) who concluded that their meta-analysis was “consistent with previous meta-analysis indicating that social skills interventions are only minimally effective for children with ASD and other social skill deficits” (p. 162).

Despite these findings, each researcher or research team determined that SST ought not to be abandoned. Cook, et al. (2008) promote SST for students with EBD in the face of results suggesting that not all students would benefit from the intervention simply because “without treatment, there is a greater chance that such students will experience a difficult time adjusting to their post-secondary lives” (p.142). Maag (2006) suggested, “myriad methodological nuances affect the outcome of a study” (p.5) and therefore focused on recommendations for further research in the SST field. The complexity of what happens in social skill training and interventions, with whom it happens, where it happens, when it happens and why it happens, appears to create an elusive pursuit of empirical data supporting its effectiveness as an intervention or treatment for social skill deficits. On the other hand, researchers consistently identify similar factors of SST that need more attention in order to improve the likelihood that SST could be a viable intervention in treating social skill deficits.

Etiology of social skill deficit matched to an intervention. Each meta-analysis

cited determining exactly why there is a skill deficit for each particular student. All researchers alluded to a similar idea or specifically referenced, as Maag (2006) did, a model conceptualized by Gresham and Elliott (1984) which “categorized social skill problems into four general areas: skill deficits, performance deficits, self-control deficits, and self-control performance deficits” (p.11) Kavale and Mostert (2004) further develop this concept by raising the point that “for performance deficits, teaching is not required; rather they require an incentive-based management approach that prompts, cues, and reinforces existing social skills. Social skill deficits, on the other hand, require direct teaching”(p.40). Bellini, et al (2007) summarize this concept by reporting, “school personnel should make an intensive effort to systematically match the intervention strategy to the type of skill deficit exhibited by the child (p. 161).

Choosing socially valid behaviors. Maag (2005) gave great credence to the concept of functional assessment and replacement behavior training as a significant and missing component to the majority of SST. The purpose behind his recommendation for using a modified functional assessment is to increase the likelihood of SST generalization and maintenance. “Generalization will be enhanced when students . . . see the relevance of using targeted skills in everyday life” (Maag, 2006, p 10). Maag (2005) also highlights another systematic approach that involves an example from Sheldon, Sherman, Schumaker, and Hazel (1984) where “youths and significant others generate a list of important social skills, situations are identified in which they would be relevant and their desirability is rated by youngsters and adults” (p. 157). Identifying socially valid behaviors through assessment “is not easy or frequently incorporated into SST, it nevertheless is an important component to promote generalization” (Maag, 2006, p. 10).

SST participants. The literature review has already established that students with a range of mild/moderate disabilities are perceived as in need of SST. However, researchers have identified some powerful conclusions of studies regarding peer influence and classroom social positions and the implications of those dynamics on student behavior (Maag, 2005). A central concept to choosing participants is entrapment. “Entrapment involves recruiting natural communities of reinforcement (McConnell, 1987). It occurs when peers reinforce a target student for performing socially appropriate behaviors.” (Maag 2005, p.10). The obvious conclusion then being that if there is to be an increase in generalization of the skill by a target student then the intervention must reach beyond the student to include his or her peer group. (Maag, 2005).

SST setting. Bellini, et al. (2007), cited a 2001 Gresham, Sugai, and Horner note that suggested “the weak outcomes of social skills interventions can be attributed to the fact that these interventions often take place in ‘contrived, restricted, and decontextualized’ (p.340) settings, such as resource rooms or other pullout settings” (p.160). DuPaul and Eckert (1997), on the other hand suggested that all three interventions they reviewed, including cognitive-behavioral interventions “had a greater impact on behavior when they were implemented in special education classrooms as opposed to implementation in general education or a combination of general education and special education placement” (p. 7). A general weakness contributing to minimal efficacy results of SST is the lack of generalization of social skill training and interventions by students across settings (Maag, 2005; Maag 2006; DuPaul and Eckert, 1997, Kavale & Mostert, 2004, Bellini, et al. 2007). This implies that if students are

being given training in a particular setting, the student is unable to apply that knowledge to another setting, therefore the obvious conclusion is that SST should be embedded into natural settings.

Determining SST dosage: duration, frequency and intensity. Maag (2006) rules out the typical length of four to six weeks for SST interventions as resolutions to generalization and maintenance issues surrounding those interventions. He theorizes,

It may be that teaching students social skills is analogous to teaching them academics; reading or math instruction would not be terminated after a brief, three to six week long unit, nor should the teaching of social skills. . . SST may need to be a standard portion of the curricula for students with EBD” (p. 14).

Bellini, et al. (2007) credited Gresham, et al. (2001) with recommending “that social skills interventions be implemented more intensely and frequently than the level presently delivered to children with social skill deficits (p 160), despite their own study having found “no significant relationships between length and duration” (Bellini, Peters, Benner, & Hopf, 2007, p. 160).

Conclusions

The meta-analyses of SST show that there is a need for school-based interventions for students with social skills deficits. Students identified with mild/moderate disabilities and students with behavioral difficulties yet to be identified as a disability, exhibit social skill deficits that are likely to adversely affect social and academic successes. The meta-analyses further determined that SST is only minimally effective, of which Maag (2006) determined that, “the crux of the matter . . . may be the feasibility of implementing and evaluating their effectiveness in public school settings” (Maag, 2006, p. 14). Kavale and

Mostert (2004) concur with Gresham (1998) that

social skills interventions should be not be ‘razed’ or ‘remodeled’, but instead ‘rebuilt’ as a part of a comprehensive treatment . . .until the rebuilding process is complete, social skills training is best viewed as an intervention that has received limited empirical support but, nevertheless, holds promise for improving the social functioning of students (p. 41).

Suggestions for improving the effects of SST can be arranged into conclusions regarding of *lack of generalization*, and *assessment-related issues* (Maag, 2004). Lack of generalization and maintenance of skills is determined to be caused by several shortfalls of SST including the where, when and who of a SST intervention: setting of intervention. dosage of intervention, and participant selection (Bellini, et al., 2007; Cook, et al., 2008; DuPaul & Eckert, 2006; Kavale & Mostert, 2004; Maag, 2005; Maag, 2006).

Assessment-related pitfalls of SST include the what and why of SST intervention: failing to identify the nature of the social skill deficit and using an intervention technique that does not address that deficit, and consideration of socially valid outcomes (Bellini, et al., 2007; Cook, et al. , 2008; Kavale & Mostert, 2004; Maag, 2005; Maag, 2006).

Purpose Statement and Evaluation Questions

Given the critical degree to which a person’s level of social competence influences their academic, mental, social, and interpersonal success, it is imperative that schools facilitate the learning of social skills. SST is a widely recommended and accepted intervention for impacting social skill deficits. A plethora of studies and meta-analysis have reached varying conclusions regarding the effectiveness of SST; however the meta-

analyses reviewed for this project concluded a need for adjustment, not abandonment of the intervention.

Duchesne County School District is a rural Utah school district characterized by small communities distributed across an extensive area of land, which requires creative approaches to educational matters. One consideration is managing the need for restricted environments for students with disabilities. In particular, students that exhibit severe behaviors inconsistent with social and academic success, create the need for a more restrictive environment when general curriculum and resource interventions have failed. Considering the small student population, a special class at each school site is not viable. Therefore, students with disabilities exhibiting behavioral challenges that are unable to be managed in the general school setting can be considered for placement at a special school designed for this particular purpose. Given that the entire student body of the special school has already been identified with a disability and low social competence, it follows that the students should be provided with programming that addresses their social skill deficits.

The purpose of this study is to design, implement and evaluate a SST intervention for students with mild disabilities (and behaviors that adversely affect their participation in a general curriculum or resource settings) in a special school setting. In order to accomplish this, the following tasks must be addressed (a) identify the recommendations made by researchers to improve implementation of social skill training; (b) design a SST intervention that includes multiple cognitive-behavioral strategies; (c) locate and create measurement tools for identifying the fidelity of administering the intervention, the effect on student target and replacement behaviors, and teachers' attitudes towards the

intervention; (d) administer the intervention and collect data; (e) evaluate the effectiveness of the SST; (f) evaluate the fidelity of administering the SST interventions; (g) draw conclusions regarding the effectiveness of the SST interventions; (h) make recommendations for further refinement of the interventions. The study will answer the following questions: Was the SST intervention carried out with fidelity? What effect does SST have on students' targeted social behavior and identified replacement behavior? What effect does SST have on students' perception of their ability to engage in appropriate social skills? What are the teachers' perceptions of the SST intervention, specifically, of the SST component with which they are involved and of impact on student behavior?

Methods

Participants and Setting

Physical location and space. This SST intervention was presented in a classroom located in a special school setting. The classroom was large enough to accommodate the number of participants and provided adequate space in which to complete some physical activities associated with the lessons. Presentation of the SST intervention was isolated from any other academic curriculum. For the purpose of this project, I arranged a time to substitute SST in place of an academic class. The intervention was scheduled for the first period of the day.

Participants. Five seventh and eighth grade students enrolled in the special school setting participated in the SST intervention. The seventh and eighth graders attend classes, for the majority of the day, as a cohesive group separate from 9-12 grade students. School faculty chose this group as participants because their schedules could be

changed with the least amount of disruption to academic requirements and the school routines and procedures.

There was one seventh grade student and four eighth grade students, of which four are males and one female. All participants are Caucasian. The participants represented students from three of the four major communities within the school district. Three are from the junior high in Roosevelt, while the other two previously attended secondary schools in Altamont and Duchesne. The participants are identified with disabilities in the categories of Other Health Impairment (OHI), Specific Learning Disability (SLD), and Emotional Disturbance (ED).

Curriculum. The SST intervention included lessons taken from an assortment of sources. There were several considerations in choosing the curriculum. School staff suggested a focus on bullying behaviors for the chosen participants and that a group skill deficit approach should be taken. All participants were observed for the same target and replacement behaviors. The target behavior that was monitored was, using words or actions that intimidate or put-down individuals or groups of people. The replacement behavior was using supportive, positive words and actions. The focus of the intervention, then became to increase students' knowledge of social skills to supplant tendencies towards use of bullying behaviors through a variety of cognitive-behavioral techniques and strategies. The curriculum and specific techniques each one uses are as follows:

Bully Prevention In Positive Behavior Support (Ross, S., Horner, R., & Stiller, B.) includes techniques in instruction, modeling, rehearsal, discussion, coaching, feedback and positive reinforcement. "BP-PBS was designed to fit within a system of Positive Behavior Support, (Ross, S, et al, p. 8-6) in an attempt to "give students the tools

necessary to remove the social rewards maintaining inappropriate behavior” (Ross, S, et al, p.8-1) using “explicit instruction regarding a 3-step response to problem behavior” (Ross, S. et al, p. 8-1).

Building Assets Together (Roehlkepartain, 1997) uses activities that spark discussion about the Search Institute’s report regarding the developmental assets youth need to “grow up healthy, principled and caring” (Roehlkepartain, 1997 p.3). The authors recommend that the activities “can be used in whatever format and combination best fit your needs” (Roehlkepartain, 1997 p. 11).

Jackson’s *Activities that Teach* (1993, 1995, 2000) series includes activities to provide for discussion and problem-solving using concepts of active learning. The activities are categorized by topics such as: decision-making, problem solving, stress management, etc.

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (ART) (Goldstein, A.P. ,Glick, B., & Gibbs, J.C., 1998) includes three components that attempt to address the complex reasons that aggressive behavior is “often employed by those weak or lacking in prosocial alternatives” (Goldstein, et al., 1998 p.1). “Skillstreaming is its behavioral component, Anger Control Training is its emotion-targeted component, and Moral Reasoning Training is its cognitive component.” (Goldstein, et al, 1998, p. 1) Taken together, these three components include: modeling, rehearsal, performance feedback, transfer training, self-instruction and evaluation. The authors of this curriculum associate with it the notions of “constructive treatment and incremental prescription building” (Goldstein, et al., 1998, p. 37) and view *ART* as “a beginning, not an end” (Goldstein, et al., 1998 p. 37) in the search of effective

interventions for aggressive youth. Because of *ART*'s prescriptive nature the authors believe, and provide examples of its range of applications and variations.

Measures

Social skills training intervention fidelity observation. The intervention fidelity observation form (Appendix A) was completed by an outside observer to assess whether each component of the intervention took place as outlined in the calendar and schedule of activities, and in the manner described in this proposal. The rater used a checklist to identify the social skills training that took place each week. A certified special education teacher in the building completed the assessment. The observer was given an outline of the scheduled activities at the beginning of the project and then given daily lesson plans to review as the observation took place. The observer assessed the included components according to the project proposal, the lesson plans, and observation of each SST session.

Revised school check sheet. The observers of student behaviors used the revised school check sheet (Appendix B) to measure student outcomes. The school had established a check sheet to track student behavior based on school expectations. The school check sheet provides for twenty-five points possible per class period, with seven class periods attended per day and twenty-five points for environments outside of the classrooms, such as bus, hallways, and cafeteria. The total number of points possible per day is two hundred. There are weekly rewards and daily negative consequences tied to the points.

The check sheet was modified to include measurements of the students' use of target (problem) and replacement (social skill) behaviors. Staff chose "bullying behaviors" as the focus of the intervention and define the target behavior as the use of

words or actions that intimidate or put-down individuals or groups of people. The replacement behavior was defined using supportive positive words and actions. Students were not given any positive or negative consequences for the scores they received for the target and replacement behaviors. The purpose in modifying this check sheet was to obtain overall behavior performance outcome data based on criteria set forth by the school as well as the specific target and replacement behaviors chosen as the focus of the SST intervention.

Student skillstreaming checklist. The rating checklist (Appendix C) is a student assessment that determined participants' self-reporting of the frequency in which they use specific social skills. The checklist is a tool from *ART* curriculum. This checklist was given to participants as a pre assessment and post assessment. As a pre assessment, the scores informed the selection of most skills presented during the intervention period. The pre and post assessment scores assist in drawing conclusions regarding growth in students' perception of the frequency in which they use the skills. An essential assumption being that if a student reports using a skill more often in various situations, then they are confident in their ability to use the skill.

Teacher survey. The teacher survey (Appendix D) is a social validity measure based on the observer's use of the revised check sheet. The revised check sheet is the one data collection tool that is essential to guiding the SST intervention as well as the one piece of the intervention for which teachers were responsible to accurately observe and report on students' behaviors. The survey is intended to assess teachers' feelings regarding the ease and purpose of the check sheet, and its role in SST. Furthermore, the survey seeks to gain insight into teachers' attitudes towards taking an active role in

learning about and presenting SST within their classroom. If the perception of the check sheet is that it is difficult, time consuming or inconsequential, the entire SST intervention will be weak.

Procedures

This study began by identifying recommendations for improving the effectiveness of SST for students with mild/moderate disabilities and other behaviors that impede their social and academic success. The preceding review of meta-analyses of SST for various populations provides those recommendations.

The next step was to create a SST intervention aligned as closely as possible with the literature review recommendations. During collaboration with the school staff, parameters were established that clearly affected the alignment of the intervention in this setting and the recommendations from research. Limitations were placed on participants, data collection tools, and setting. Once established, however, baseline data of the participants' behavior performance using the revised check sheet was taken for two weeks.

During that time, a schedule of lessons from the chosen curriculum was created. *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth* (Goldstein, A.P., Glick, B., & Gibbs, J.C.) was chosen as the foundation of the SST intervention. ART has three main components: Anger Control Training, Moral Reasoning and Skillstreaming. Anger Control Training is a series of lessons that build on one another, and were kept in order for purpose of this intervention. Moral Reasoning is a collection of situations intended to remediate delay in mature moral reasoning (Goldstein, et al., 1998). Skillstreaming includes fifty skills organized into six groups: beginning

social skills, advanced social skills, skills for dealing with feelings, skill alternatives to aggression, skills for dealing with stress, and planning skills.

Students were given a Skillstreaming Checklist prior to beginning the intervention. Students responded by rating their “frequency of use” in various situations, for each skill on a scale of 1 (almost never) to 5 (almost always). As this intervention did not match a particular skill to an individual, but rather adopted a whole group skill deficit approach, the clearest method for identifying the greatest need for instruction was by calculating the participants’ total scores for a skill. Skills with the overall lowest combined scores, and related to skills for dealing with feelings and alternatives to aggression were chosen first for skills to be presented during the intervention. Low scores from other skill areas were then included as time permitted. The skill “keeping out of fights” was included to address the bullying behaviors, though students did not report a low frequency of use skill.

Bully Prevention In Positive Behavior Support (Ross, S., Horner, R., & Stiller, B.) includes five lessons for students. For purposes of this intervention, only the lessons presented to students were used; it was not implemented as a school-wide positive behavior support.

Building Assets Together (Roehlkepartain, 1997) and Tom Jackson’s *Activities that Teach* series provided supplementary activities and lessons that built on concepts and skills covered by BP-PBS and ART. All curricula were chosen specifically for the variety of cognitive-behavioral techniques each one employs to address specific social skill deficits of the study participants.

As the SST intervention was implemented, data regarding the study participants' overall behavior scores, replacement and target behavior scores, and observation of the intervention was collected. At the end of the intervention period, teachers were given the Teacher Survey.

Evaluation Design

Evaluation of this project is based on pre-intervention and during intervention data collections of students participating in the social skills curriculum. The evaluation of this project is specifically designed to assess the likelihood that a SST intervention will be effective and then to collect data to show student growth.

Data Analysis

Research Question 1

Was the SST intervention carried out with fidelity?

Measurement tool. An observer used the Social Skills Training Intervention Observation Form (Appendix A) to determine if the criteria of setting, duration, frequency, intensity, techniques and topics were met, as stated in this proposal and in the SST Intervention Calendar (Appendix E).

Analysis. The intervention was implemented as described in the proposal with 83% accuracy. For all ten weeks the SST intervention took place in an isolated setting and lasted thirty to sixty minutes per session. Training took place, at minimum, of two times and maximum of five times per week with a mean of three times per week. The observation showed that multiple strategies were used to teach the social skills each week. Students were given positive reinforcement to practice the replacement behavior in

environments other than the SST environment during SST in half of the weekly sessions. Also, five of the ten weeks included all scheduled activities.

Research Question 2

What effect does SST have on students' behavior performance?

Measurement tool. The Revised School Check Sheet (Appendix B) was used to gather data regarding overall student behavior performance, target behavior performance and replacement behavior performance.

Analysis. Data from the students' revised school check sheet overall behavior points show haphazard scores during the baseline and intervention period (See Figure 1.) The median score for check-sheet points for the participants as a whole reveal 198 earned points during the two week baseline period and a median score of 197 points during the ten week intervention phase.

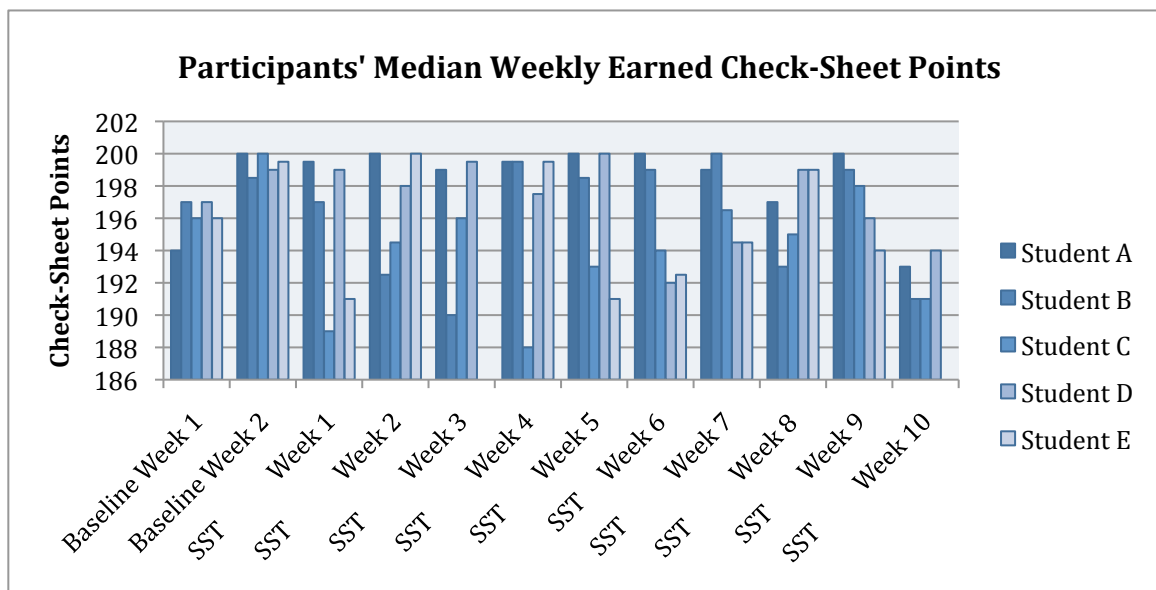


Figure 1. Participants Median Weekly Earned Check-Sheet Points

The participants' median percentage of time exhibiting target behaviors (use of words or actions that intimidate or put-down individuals or groups of people) was 7%

during the baseline phase and 5% during the intervention phase. Participants median replacement behaviors (using supportive positive words and actions) observed during baseline were 91% of observed class time and 97% during the intervention period. While there is a positive change to students' median target and replacement behaviors from baseline phase to intervention phase, analysis of single student behavior replacement and target behavior percentages (See Figures 2 and 3) shows similar variability within conditions as identified in check-sheet behavior performance scores.

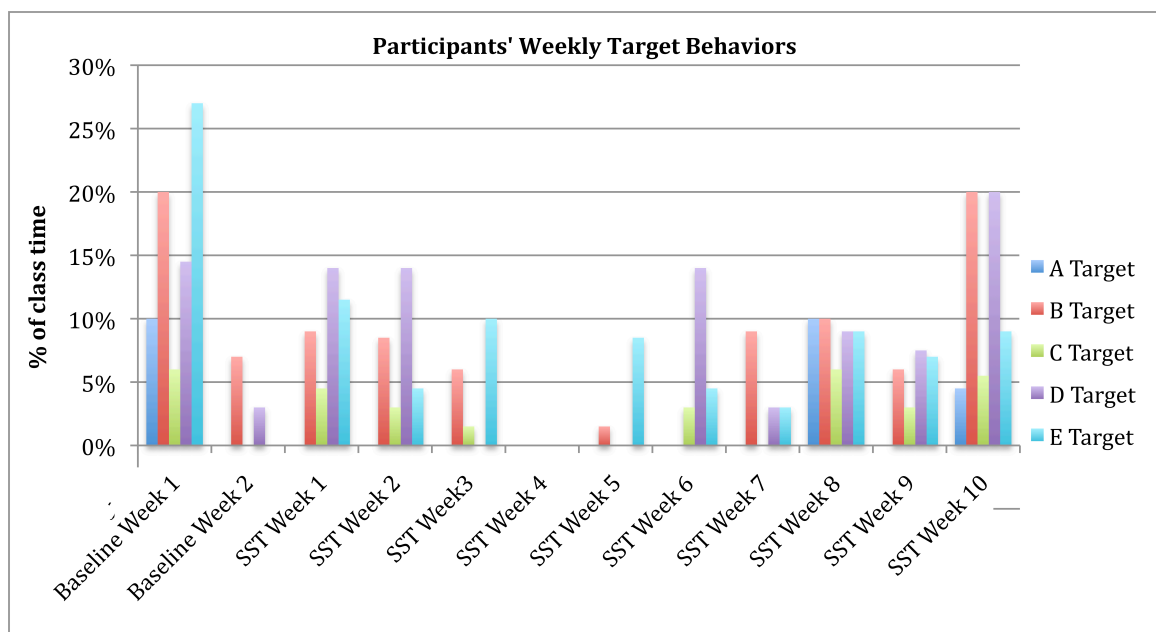


Figure 2 Participants' Observed Target Behavior During Baseline and Intervention Periods.

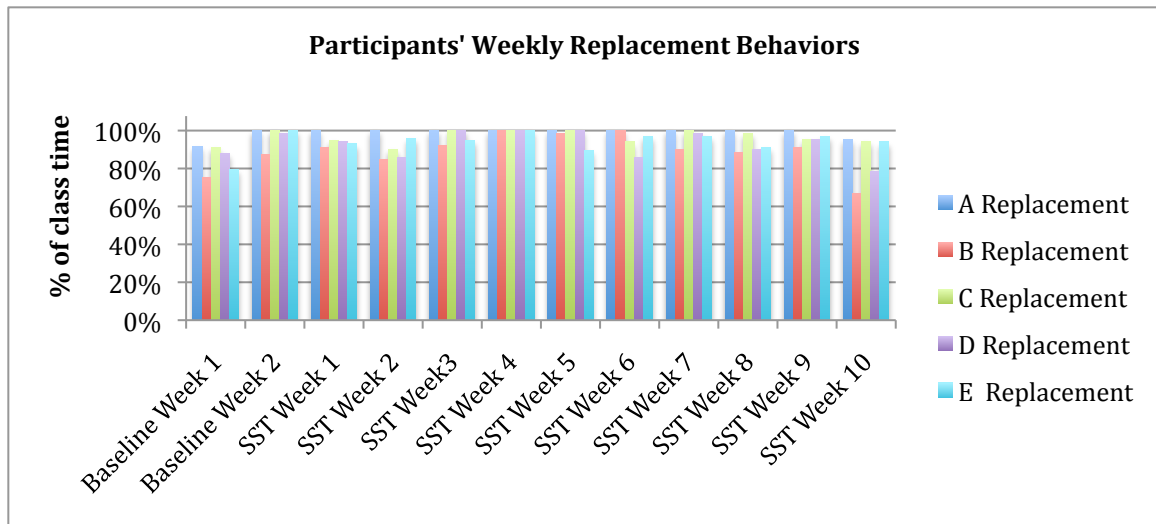


Figure 3. Participants' Observed Replacement Behavior During Baseline and Intervention Periods.

Based on the data gathered from the revised check sheet, the SST intervention did not appear to influence participants' behavior performance during observed class time.

Research Question 3

What effect does SST have on students' perception of how frequently they use particular social skills?

Measurement tool. The Student Skillstreaming Checklist (Goldstein, Glick, Gibbs, 1998) (Appendix C) was given to students as a pre and post assessment.

Analysis. Specific skills for individual students were not used during this intervention. Instead, analysis of the lowest scores received as a whole group informed what skills would be presented during the intervention.

In the pre-assessment of student self-ratings of social skills, the group had the lowest rankings in rewarding yourself, deciding what caused a problem, expressing your feelings, dealing with fear, avoiding trouble with others, dealing with an accusation, and

using self –control (See Table 1). The SST intervention curriculum included a skillstreaming procedure for each of the groups’ lowest ranking skills.

When given the post assessment, participants once again rated their “frequency of use” for each skill. The participants’ post assessment scores are reported in Table 1. The group had increased their perceived use of each of these skills with the exception of using self-control and keeping out of fights; both skills had post assessment scores consistent with the pre assessment.

Skills	Student A		Student B		Student C		Student D		Student E		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Expressing your feelings	2	3	1	4	3	3	5	3	1	2	12	15
Dealing with fear	4	3	2	4	2	3	4	3	1	2	13	15
Rewarding yourself	3	3	1	4	1	3	4	3	2	3	11	16
Using self control	2	3	4	3	4	3	1	2	3	3	14	14
Avoiding trouble with others	3	3	3	4	2	4	2	2	3	3	13	16
Deciding what caused a problem	3	3	2	4	3	4	1	2	2	3	11	16
Dealing with an accusation	3	2	3	4	4	3	1	2	3	3	14	14
Keeping out of fights	2	3	2	4	5	5	5	2	3	3	17	17

Table 1 Participants’ Pre and Post Intervention Assessment of Social Skills

Research Question 4

What are the teachers’ perceptions of the SST intervention, specifically, the component with which they are involved and impact on student behavior performance?

Measurement tool. A teacher survey (Appendix D) was created specific to this intervention in order to assess staff perception of matters related to the revised check sheet. As this is the only component of this SST intervention in which staff members participated, all but one question on the survey associated with the check-sheet. The last question is intended to discern staff members' interest in learning more about implementing SST in their classrooms.

Analysis. Five staff members were given the survey to complete and four returned the survey. Of these four staff members 100% responded that they understood why only some of the students were being given the revised check sheet to use. This indicates that all staff members knew the participants and the criteria on which they were chosen.

Fifty percent of the respondents felt that the revised check sheet was mostly easy to use while the other half were split between neutral and somewhat (See Figure 5). One respondent included a comment that "it was hard to understand."

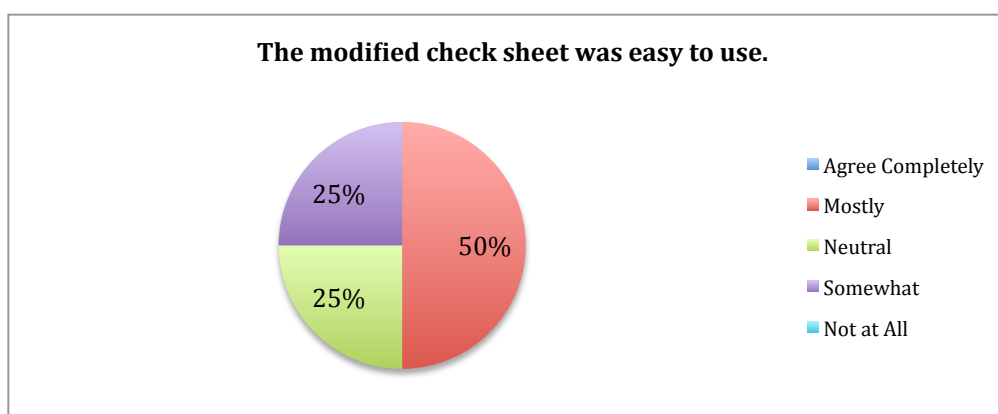


Figure 5. Percent of Response to Question One

In regards to staff perceptions of the revised check sheet helping students to use more appropriate behaviors, the responses were divided equally (See Figure 6). Comments from respondents included: "I don't think it helped them a lot, but they

wondered about it.” and “When I took the time to talk with the students about behavior it did help change it.”

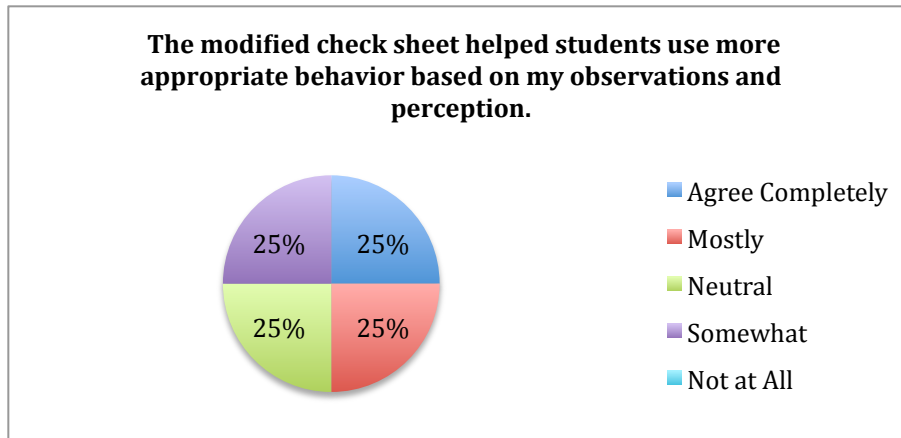


Figure 6. Percent of Responses to Question Two.

The majority of staff members felt neutral towards using the revised check sheet again in the future (See Figure 7). Some suggested it would be better “if it were consistent for all students” or if it “could be changed a bit.” Seventy-five percent of the staff members agreed that they would like to be more involved in learning how to incorporate SST into their classrooms (See Figure 8).

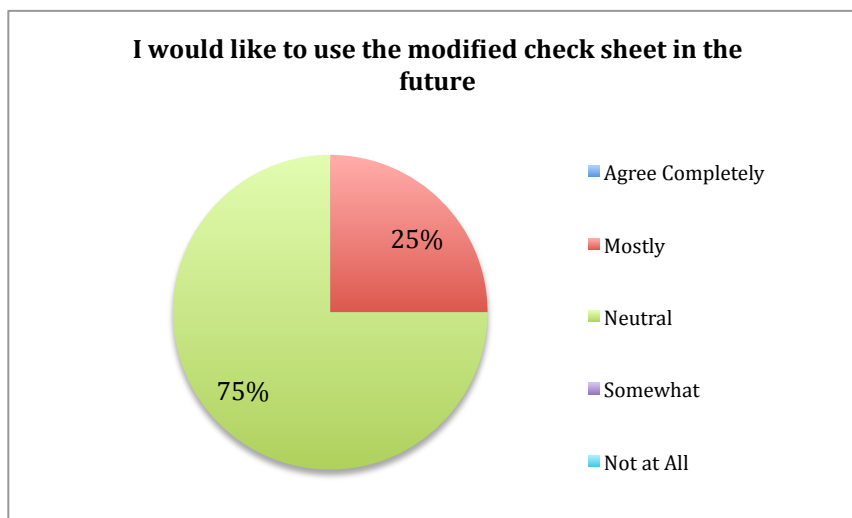


Figure 7. Percent of Response to Question Four

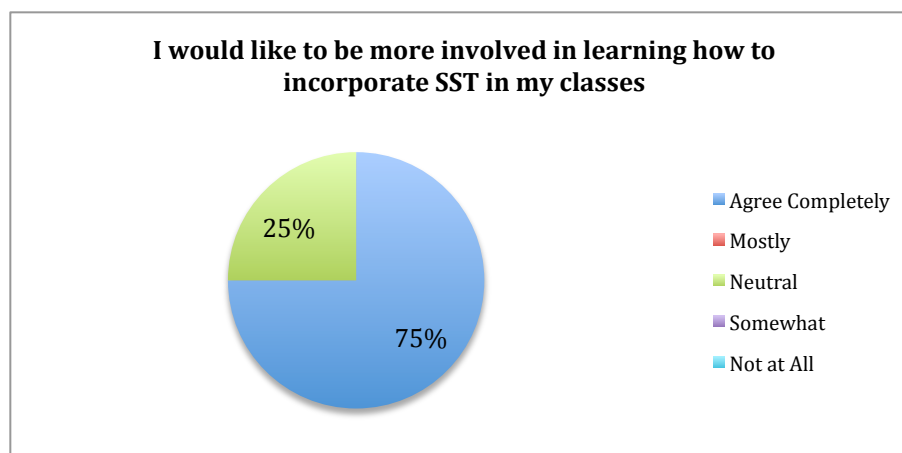


Figure 8. Percent of Response to Question Five

Discussion

Procedure

Prior to the beginning of the intervention, the three certified teachers identified social skills training as a possible intervention that could be introduced to students. Next, the remaining school staff (non-certified teachers) were included in discussions regarding the purpose of SST and recommendations for implementing social skills in an educational environment. Staff gave their input regarding participants, data collection, schedule and procedures for implementing the training. The school administrator, one of the three certified teachers, was supportive, but strict in his requirements of what changes could be made to integrate the intervention, and held the final say as to how the intervention could be executed.

The school administrator instructed that there should be minimal changes to the established schedule, routines, and procedures of the school. Based on the nature of the school being a special school setting serving only a small number of students, all identified with significant behavioral concerns that interfered with their ability to learn in general curriculum settings, and the restrictions placed on changing the school routine

and procedures, the SST intervention failed to meet several suggestions from studies conducted on SST to strengthen SST in an educational setting (See Table 2).

SST Intervention Comparison	
Literature Review SST Recommendations	Rural Special School Setting SST Intervention
SST is incorporated across settings and environments	SST happens in one classroom with some opportunities to practice at home
SST is embedded throughout the day everyday	SST is 45 minutes sessions 2 to 3 times per week for 10 weeks
SST participants include target individuals as well as peers	SST involves only the 5 target students
SST provides a match between why the student fails to perform the appropriate behavior and the intervention	SST provided to the 5 target individuals as a group with skill deficit as the presumed reason they fail to perform appropriate behaviors
SST includes a thorough assessment of student behavior to identify target and replacement behaviors , and data collection to assess the social validity of the behavior.	SST included anecdotal data based on teacher observation of students as a group and data collection focuses on the same target and replacement behavior for all students

Table 2 SST Intervention Comparison Between Setting and Recommendations.

The SST intervention was centered on a skill deficit strategy based on two limitations. 1) School procedures prohibit students being given incentives outside of those established by administration with particular criteria. 2) The participants of the check sheet had to have the same check sheet as used by all other students in the school, with modifications that did not affect the school's two hundred points per day. Within these confines it would be impossible to match a strategy to the type of social skill problem (Maag, 2006; Gresham and Elliott, 1984; Kavale and Mostert, 2004; Bellini, et al, 2007) each student exhibited.

The participants were chosen based on what academic curriculum could be interrupted with the least amount of disturbance. Since the junior high students are kept

together in a class in four out of seven class periods, and they receive a full year of Utah Studies when only one semester is required, this group of students was chosen as participants. They were not necessarily the students that staff felt were in the greatest need of the intervention. As suggested in the review of literature by Maag (2005) it is important for the intervention to include a target student's peer group. Given this setting, there are few peers that would be powerful in reinforcing prosocial behaviors.

The setting of the intervention was, once again, limited by the constraints of the school administrator's requirements. SST was not allowed to affect the responsibilities of the classroom teachers other than requiring them to obtain data for the revised check sheet. Therefore, a lack of generalization of social skills training by students, a general weakness of SST (Maag, 2005; Maag 2006; DuPaul and Eckert, 1997, Kavale & Mostert, 2004, Bellini, et al. 2007) as noted in the literature review, persisted in this intervention as well.

Measurement Outcomes

Considering the limitations in which this intervention was implemented, it is reasonable to expect minimal effectiveness. Another factor that influences the results of this intervention is data collection of student behaviors. With each rater scoring the revised check-sheet's ease of use to a different degree, it is reasonable that each rater may have used the revised check-sheet in a different manner when reporting student behaviors.

The variability in staff's reporting could skew or render the scores as unreliable. An example of this point can be seen in Figure 9 below. During SST Week 8, Student A's Target behavior peaked at 11%. If student A showed an increase in the target

behavior during this week, the replacement behavior should have decreased, yet it stays at 100%.

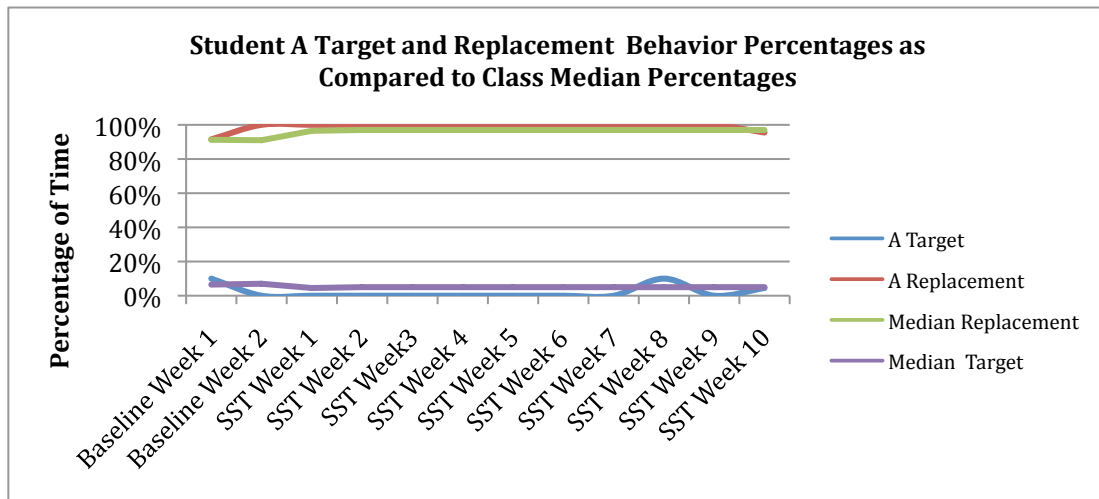


Figure 9: Student A Target and Replacement Behavior Percentages.

There were other data that showed similar discrepancies. One student received a check sheet score of 185 points for verbally and fighting with another student, yet his revised check-sheet scores were reported as exhibiting 100% replacement and 0% target behaviors for that class period where the incident happened.

Two concerns appear in this situation with inaccurate data collection on the revised check-sheet. First, if as reported by staff during the intervention that they understood how to use the revised check-sheet, then perhaps the target and replacement behaviors staff chose for this intervention were not accurately identified. In this one example, the staff rater did not perceive physical and verbal fighting as bully behavior. The second concern to consider as an explanation for the inconsistency is that the revised check sheet was just too difficult to use, so the staff member was not motivated to accurately report on the student's behaviors.

The part of the SST intervention that shows positive results was the degree to which the training sessions were completed and planned curriculum was presented. As

suggested in the literature review (Maag, 2006; Cook, et al., 2008) multiple techniques were used during the intervention. Successful implementation of this intervention reveals the possibility to merge a variety of resources to deliver SST techniques that attend to an array of learning styles and preferences. The participants' self-reporting of their confidence to manage social situations with confidence from pre to post assessment also adds credibility to the curriculum that was presented during the intervention.

Evaluation

Several issues emerge in regards to this SST. The measurement outcomes of the student behavior data shows little cause to believe the intervention was effective. Yet, just as research has suggested in the past, SST appears to be the best option available to address the social competency of students with disabilities in this setting.

The great amount of variability present in the target and replacement behavior percentages could be attributable to several causations. There was not an adequate assessment of each individual's behavior or the function that it serves, thus, the intervention did not match the function of the behavior for each individual. The data collection tool proved to be insufficient in measuring the chosen target and replacement behaviors. It could have been that the observed behavior was not present or not affected by the intervention. The data tool, as reasoned earlier, also could have been too difficult for teachers to use, leading to lack of accurate data collection. In any case, the data collection tool did not accurately measure student target and replacement behavior. It is inaccurate to say the intervention did or did not work, when the data collection tool is deemed unreliable.

The revised check sheet did incorporate the school's traditional method of measuring student behavior through the total points. Perhaps, given time beyond the ten week limitation of this study, the SST intervention could yield more telling outcome scores from the check sheet total points, revealing more accurate data regarding the effectiveness of SST on student behavior. Researchers note that there is not a magic number for how much time a SST intervention needs to be implemented with students. They do, however, advocate that SST should be embedded and on-going with application across settings.

Having the opportunity to be the conductor of the social skills class, I know there were moments and experiences with students that renders the outcome data inconsequential. Notable outcomes from the intervention, not observed through the data collection tools, include the apparent learning and attitude changes that happened during the SST intervention sessions. From their demeanor, it was obvious that most students were excited to come to the sessions. Two students showed some apathy each week at the beginning of each session, but by the end of the session, they were participating and discussing the topic with the rests of the students. The students enjoyed the activities, especially the hands on activities and the opportunities to act during skillstreaming. After each session, I would ask the students to write a brief statement of what they learned or how the session applied to their life. Some of the responses are below:

"This activity was a really great activity because it showed how much I see my support that I get and that I really just have anger issues, and it's not about my

dad. Thank you Ms. Duncan[sic].” (in response to a session where students made a visual representation of the people who support them)

“this week's activity are a little simpler than my life [sic].”

“if you know what you are going to do in life, it makes it easier [sic]. ” (a response to the session on managing time and goal setting.)

“if parents are strong the kid might have a better chang of being sicksesful [sic],”

“I mostly learned that I can to stop and think what I’m going to say and make shure it's nice [sic].

Many responses allowed students an opportunity to express things they don’t often have a time or situation they feel comfortable in to say. All of the students were able to express hopes, desires and plans for their future. There is not often time during the academic day that these students have an occasion to share their ideas about life or to receive audience from an adult or peers. The majority of sessions, left me in awe and inspired by the experiences and thoughts the students revealed during our time together. The work felt meaningful; I felt as though I provided an opportunity the students had not had in the past and was encouraged that they showed enthusiasm at having the chance to discuss meaningful topics in their lives.

The students revealed much through discussion, if not through measureable behavior change. They were actively supporting one another by listening during our discussions, and risk taking with one another by sharing. The students were thinking about bigger life issues that will affect their lifestyle and future. These

actions are not measureable by numbers, but the feeling is that this SST intervention allowed for discussion of topics not explored in other academic classes in a manner that supported learning and an awareness of social competency and responsibilities.

Similarly to the success with students, the teachers were also now introduced to the concept of SST. As a staff, we were discussing student behavior in terms of teaching and learning. The stage has been set for greater understanding of how we can address the social needs of the students.

Recommendations

Based on the analysis of measurement outcomes and evaluation of the SST intervention, the following recommendations emerge:

- Provide faculty and staff professional development in social skills training and data collection
- Determine the school's commitment to the individual students' social success.

The staff of this school, where only three of the nine teachers are certified teachers, need additional professional development regarding behavior data collection, social skills training and to be active participants in the SST intervention. Comments from the teacher survey reveal that this recommendation would be well received by the staff of this special school setting.

Increasing the staff's understanding of the purpose of data collection and ways in which to accomplish that data collection, could help staff to revise the school check sheet or create a new measurement to more accurately pinpoint the target and replacement behaviors of students. With accurate data, students' behavior intervention plans could be more precise and effective.

Finally, this special school setting needs to determine to what degree they are committed to the individual social success of the students they serve. That level of commitment needs to extend to a willingness to forego rigidity of traditional secondary school scheduling to include SST interventions as part of the curriculum, and routine of the school. This would allow for students to be served based on intensity of need rather than convenience of scheduling. Also, a determination to what degree individuals should be rewarded for personal goals and progress extraneous to school wide rewards should be made. By addressing these concerns, the staff of this school would be able to strengthen a future SST intervention by implementing more suggestions from research conducted in SST.

Maag (2006) observed the core issue of SST interventions “may be the feasibility of implementing and evaluating their effectiveness in public school settings” (p. 14). The concern noted by Maag effectively summarizes the difficulties experienced in applying the SST intervention for this project. Creating an effective social skills training intervention in this setting will require staff to continually remodel the interventions for thorough implementation and evaluation. By implementing the afore mentioned recommendations, the staff will be well-equipped to remodel SST interventions for their setting and continue to provide individual students with the opportunity to increase social competence and likelihood of life success.

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Appendix A: SST Intervention Fidelity Checklist

Week 1

Observer _____ Dates _____

SST Intervention Fidelity Checklist*Please indicate that the criteria listed were observed each week by writing a "Y" for yes and "N" for no.**Please make additional comments in the anecdotal data portion of this sheet.*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Total
Social Skills taught in an isolated setting.											
SST last for 30 to 60 minutes per session.											
SST given 2 to 3 times per week											
Interventions involve multiple strategies including cognitive-behavioral techniques (ie, goal setting, feedback, problem solving training, behavioral rehearsal, modeling, coaching, discussion and instruction)											
Student is given positive reinforcement to perform the behavior											
All topics and lessons outlined in the schedule were presented											
Total											

Notes _____

Week 2

Observer _____ Dates _____

Notes _____

Appendix B: Thompson School Revised Check Sheet

Thompson School Revised Check Sheet

In each class period, rate to what degree you observe the target and replacement behaviors being exhibited, using the following scale:

Period	1	2	3	4	5	6	7	Comments		
1. Use of Courteous and Appropriate Language	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5			
2. Maintain control. Respect others' property without touching.	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5			
3. Appropriate Location/On Task behavior	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5			
4. Daily Preparation, Attitude and Materials.	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5			
5. Take care of School Property	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5			
Total Positive Points/Staff Signatures	_____	_____	_____	_____	_____	_____	_____	Final Total _____		
Target Behavior Use of words or actions that intimidate or put down and individual or groups of people.	score							Target Total	Hall Points 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	
	initials									
Replacement Behavior Use of appropriate and positive words or actions that encourage or support others.	score							Replacement Total		
	initials									
0 No Occurrence	1 Less than 10% of Class time	2 Less than half but more than 10% of class time	3 About 50% of class time	4 More than half but less than 75% of class time	5 The majority of class time					

Appendix C: The Student Skillstreaming Checklist (Goldstein, Glick, Gibbs, 1998)

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

		ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	ALMOST ALWAYS
10.	Do I try to join in when others are doing something I'd like to be part of?	1	2	3	4	5
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 that 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 other who might need or want help?	1	2	3	4	5

		ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	ALMOST ALWAYS
25.	Do I try to make both of us satisfied with the result when someone and I disagree?	1	2	3	4	5
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 friends 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

		ALMOST NEVER	SELDOM	SOMETIMES	OFTEN	ALMOST ALWAYS
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

Appendix D: Teacher Survey

*Teacher Survey**1-not at all 2-somewhat, but not really 3-neutral, not convinced either way 4- mostly 5-agree completely*

- 1) The revised check sheet was easy to use.

1 2 3 4 5

Comments _____

- 2) The revised check sheet helped students use more appropriate behavior based on my perception and observations.

1 2 3 4 5

Comments _____

- 3) I understood why the revised check sheet was used for some students.

1 2 3 4 5

Comments _____

- 4) I would like to use the revised check sheet in the future.

1 2 3 4 5

Comments _____

- 5) I would like to be more involved in learning how to incorporate SST in my classes.

1 2 3 4 5

Comments _____

- 6) Additional Comments and Suggestions

Appendix E: SST Intervention Calendar

Date	Bully Prevention	Anger Control	Assets	Activity	Moral Reasoning	Skill Streaming	
Monday February 21 No School							WEEK ONE
Tuesday February 22	Lesson 1 Stop-Walk-Talk						
Wednesday February 23	Lesson 2 Responding To Stop	ABC Model					
Thursday February 24 No SST Class							
Friday February 25	Lesson 3 Gossip			Building What you Hear			WEEK TWO
Monday February 28	Lesson 4 Inappropriate Remarks			My Life			
Tuesday March 01	Lesson 5 Cyber-Bulling		Inventory	Assign School Of Hard Knocks			
Wednesday March 02			Support	School Of Hard Knocks			
Thursday March 03 No SST Class							
Friday March 04 No SST Class							
Monday March 07 No SST Class							
Tuesday March 08	Appropriate Response	Triggers		Mind Game			WEEK THREE
Wednesday March 09					Jerry	#16 Express Feelings	
Thursday March 10 No SST Class							
Friday March 11 No SST Class							
Monday March 14			Empowerment	Mind Power			WEEK FOUR
Tuesday March 15	Appropriate Response	Cues and Reducers					
Wednesday March 16	Appropriate Response			Stress Management			
Thursday March 17 No SST Class							

Friday March 18					Mark	#20 Dealing with Fear	
Monday March 21	No SST Class						W E E K
Tuesday March 22	Appropriate Response		Boundaries Expectations	Good Parents			
Wednesday March 23					George	#21 Rewarding Yourself	F I V E
Thursday March 24		Reminders					
Friday March 25				Decision Making		#22 Using Self-Control	
Monday March 28	No School						
Tuesday March 29	No School						
Wednesday March 30	No School						
Thursday March 31	No School						
Friday April 01	No School						
Monday April 04	Appropriate Response		Commitment to Learning				W E E K
Tuesday April 05			Constructive Use of Time	Healthy Lifestyles			
Wednesday April 06		Self Evaluation				#29 Avoiding Trouble with Others	S I X
Thursday April 07				Pressure Point	Leon		
Friday April 08		Thinking Ahead				#30 Keeping out of Fights	
Monday April 11	Appropriate Response		Positive Values				W E E K
Tuesday April 12				Values Auction			
Wednesday April 13					Sam	#35 Dealing with Being Left Out	S E V E N
Thursday April 14	No SST Class						
Friday April 15			Social Competencies	Group Benefits			
Monday April 18	No SST Class						W E E

Tuesday April 19		Angry Behavior Cycle				#40 Dealing with an Accusation	
Wednesday April 20			Positive Identity		Reggie		
Thursday April 21	Appropriate Response			Be all that you can be			
Friday April 22		Full Sequence				#44 Deciding what Caused a Problem	
Monday April 25	Appropriate Response		x				W E E K N I N E
Tuesday April 26						Concentrating on a Task	
Wednesday April 27				Choice and Consequences	Alonzo		
Thursday April 28 No SST Class							
Friday April 29		Full Sequence				Arranging Problems	W E E K T E N
Monday May 2	Appropriate Response		x				
Tuesday May 3					Juan	Getting Ready for a Difficult Conversation	
Wednesday May 4		Overall Technique		x			
Thursday May 5						Responding to teasing	
Friday May 6			Eval			Eval	