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Facilitating the Generalization of Social Skills with Bibliotherapy and Positive Peer Reporting

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FACILITATING THE GENERALIZATION OF SOCIAL

SKILLS WITH ELEMENTS OF BIBLIOTHERAPY

AND POSITIVE PEER REPORTING

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ABSTRACT

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Social competence is needed for interaction among peers, teachers, and families in order for children to be successful in school. Children enter school with various levels of social competence. Social skills training is an effective method for building social skills; however, many programs fail to generalize these skills across settings and time. This study investigated the effects of a social skills training intervention for first and second grade students with emotional and behavioral problems. The intervention blended direct instruction, role-plays, and children's literature, with peers supporting both the acquisition and generalization of the social skills through positive peer reporting (PPR) in other school settings. Results indicate that four students, with or at-risk for emotional and behavioral disorder, in the first and second grade, produced an increased rate of the acquisition and generalization of the skills, *How to Follow Directions*, *How to Ignore Distractions*, and *How to Ask for Help* across various settings with the support of the social skills instruction paired with PPR. This demonstrates that elements of bibliotherapy paired with positive peer reporting may be effective in increasing the acquisition and generalization of social skills across multiple settings.

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The thesis of Angelina Krieger is acceptable in its final form including (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory and ready for submission.

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INTRODUCTION

The ability to interact with peers and significant adults and maintain satisfactory interpersonal relationships is one of the most important aspects of a student's development (Gresham, 2002). Students who lack this ability are often classified with emotional and behavioral disorder (EBD). Children that have, or are at-risk, for EBD can have negative experiences dealing with academics and social demands as well as confronting life, physical, and psychological issues (Gresham, Van, & Cook, 2006; Landrum, Tankersley, & Kauffman, 2003; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Lawhon & Lawhon, 2000). These children and youth often struggle with social skills (Gresham). Supporting the development and remediation of social skills is a critical part of a student's academic and social progression (Gresham; Gresham, Sugai & Horner, 2001). Social skills training (SST) programs help to address these concerns and needs. SST programs produce significant changes in social behaviors and can be effective for children who display emotional and behavioral problems (Gresham, Cook, Crews, & Kern, 2004; Rothrum & Borus, 2001).

Statement of the Problem

Research has shown that students often do not receive the formalized instruction they need to learn social skills in order to successfully interact with others (Zins, Bloodworth, Weissberg & Walberg, 2007; Zins, Elias, & Greenberg, 2007; Richardson, 2000). This may be because teachers are not inclined to teach social skills in their classrooms due to time constraints, educational pressures to focus on standardized testing, and the lack of value placed on systematically teaching social skills within the curricula framework. It may also be because often educators and parents assume that students will spontaneously acquire social competence by way

of observation and experience within the natural school environment (Lane, Pierson, & Givner, 2004).

Even when social skills are taught in the schools, educators sometimes overlook key elements that help students learn and use the skills taught. One of these principles is generalization. Generalization is a key element for effectively implementing a social skills training program (Maag, 2005; Rudolph, 2005; Smith & Gilles 2003). When designing and implementing SST programs, generalization is typically not included in the program's formal plans (Gresham et al., 2004; Maag). For this reason, educational researchers emphasize the need for designing SST principles and programs that systematically promote generalization (Gresham et al.; Maag; Stokes & Baer, 1977). These principles include concepts such as providing reinforcers for the behaviors in the natural environment, teaching behaviors that are strengthened by natural reinforcers in the environment, and teaching skills that can be generalized across other sub-sets of skills (Stokes & Baer). Programming for these principles have shown to be effective in a few, select studies, but the use of generalization principles is still fairly limited within the body of social skills literature (Desbien & Royer 2008; Gresham et al., 2006; Lane et al., 2007; Morrison & Jones 2007; Ornelles, 2007).

<center>Statement of Purpose</center>

Acknowledging the limitations of past social skills research, this research focused on the implementation of a program for elementary age children and investigated both the acquisition and generalization of social skills. The researcher selected students first using a school-wide screener to identify students with, or at risk for, EBD. Students were then selected based on their social skill needs using a behavior rating scale, the School Social Behavior Scales (Merrell, 1993). This helped the researcher identify the specific skills to target. Targeted students selected

for this study were paired with peers as role models through the acquisition and generalization phases. The target students, along with their selected peers, were pulled out during class and taught steps of the targeted social skills through modeling, rehearsal of skills, role-plays, other activities to reinforce the skill steps, and feedback.

After students demonstrated adequate progress in acquiring the targeted social skills, positive peer reporting was presented in the students' classroom. Each day, the teacher selected "star students" to be praised in a short praise session at the end of day that focused on the target students along with other students. All students in the classroom were trained to provide praise to their peers. Additionally, the classroom teacher briefly taught all students the targeted social skill steps and encouraged students to watch for these skills to be used by their fellow classmates. During social skills instruction and positive peer reporting, generalization of the targeted social skills was observed and recorded to see if the uses of these skills increased upon implementation of both programs. The following research questions were investigated:

<div align="center">Research Questions</div>

1) What are the effects of a social skills instruction (SSI) package of bibliotherapy combined with direct instruction of social skills and positive peer reporting on the acquisition and generalization of social behavior of first and second grade students with or at risk for emotional and behavioral disturbance (EBD)?

2) How do teachers, parents and students perceive this social skills instruction package and positive peer reporting in relation to its effectiveness, appeal, and generalization across various settings.

LITERATURE REVIEW

The following review of literature presents the importance of social competence in students' lives, why there is a lack of social skills training in the schools, and principles of effective social skills training programs. This review also addresses various studies conducted that have facilitated the acquisition and/or generalization of social skills. Additionally, two specific interventions are discussed, the elements of bibliotherapy and positive peer reporting.

Relevance of Social Competence

Social competence is an important part of a student's development and may arguably be one of the most important skills a child develops (Gresham, 2002). Social competence is the ability to interact, build and maintain friendships and relationships, and terminate negative or insidious interpersonal relationships. Socially significant behaviors are those desired by parents, teachers, peers, and others that establish an individual's social standing (Gresham; Gresham, Sugai, & Horner, 2001). Strong social competence can lead to long-term, positive outcomes on academic achievement, positive relationships with peers, and inclusion in the general education setting (Gresham; Gresham, Cook, Crews, & Kern, 2004; Gresham et al., 2001; Smith & Gilles, 2003).

Children who struggle with developing the social skills needed for adequate social competence are often labeled with emotional and behavioral disorder (EBD). The following review will address what the literature suggests about the importance of having strong social competence, why social skills are not frequently addressed within the educational system and when they are, why these skills are not being effectively taught. Presented are research-based principles that may increase the acquisition and generalization of social skills to increase their

impact on students with emotional and behavioral problems. The research to support and explain

bibliotherapy as part of social skills instruction and positive peer reporting will also be presented.

Children and youth vary in their ability to interact. Some children do not interpret social

cues in their environment, such as distinctions in moods, temperament, motivations, intentions,

and feelings of others. They fail to pick up on naturally occurring behaviors and struggle to

distinguish what is and isn't appropriate within their environment (Lane, Wehby, & Barton-

Arwood, 2005; Richardson, 2000). Such children often do not know how to behave and respond

appropriately to different social situations (Johns et al., 2005). Some of these children are

identified with, or at risk for, EBD (U.S. Department of Education, 1998); whereas others are

not.

The Individuals with Disabilities Education Act (2004) defines EBD as:

"A condition exhibiting one or more of the following characteristics over a long period of

time and to a marked degree, which adversely affects educational performance: An

inability to learn which cannot be explained by intellectual, sensory, or health factors. An

inability to build or maintain satisfactory interpersonal relationships with peers and

teachers. Inappropriate types of behavior or feelings under normal circumstances. A

general pervasive mood of unhappiness or depression. A tendency to develop physical

symptoms or fears associated with personal or school problems" (sec.300.8).

However, up to half of the students who qualify for identification with EBD are unidentified due

to current and past definitions of the disturbance specified in federal special education legislation

(IDEA and IDEIA). These definitions are considered vague, subjective, and difficult to use,

leading to a wide variability among states in prevalence rates of this disability (Gresham, 2007).

Children with emotional and behavioral problems often struggle with inappropriate behavior, academic learning problems, and unsatisfactory interpersonal relationships (Landrum, Tankersley, & Kauffman, 2003). Their lack of social competence may lead to disciplinary and other school-related problems (Johns, Crowley, & Guetzloe, 2005). Children with emotional and behavioral problems generally have lower grades and higher drop out rates, miss more days of school, fail more courses, have lower test scores, and display more difficulty adjusting to adult life (Gresham et al., 2004; Landrum et al., 2003; Nelson, Benner, Richardson, 2000; U.S. Department of Education, 1998). They are known to demonstrate behaviors such as impulsiveness, temper outbursts, aggressiveness, fear, and social withdrawal (Nelson et al.). Students identified with EBD tend to exhibit proportionally higher rates of inappropriate behaviors and lower rates of positive behaviors, sometimes described by peers as being annoying, boisterous, hard to manage, and irritating (Gresham, 2002; Gresham et al; Landrum et al.). Their social deficits typically include lack of cooperation, assertion, responsibility, empathy, and self-control. Such deficits commonly lead to poor interpersonal skills (Gresham et al.; Landrum et al.).

Lack of Social Skills Training in the Schools

Supporting the development and remediation of social competence is a critical part of students' academic and social progression (Gresham, 2002; Gresham et al., 2001). Lack of social competence can lead to challenges in reading, mathematics, and overall achievement (Lane et al., 2005; Nelson et al., 2004). Students with EBD may experience less academic success than their peers in possibly all content areas and most likely will experience less school success than any other subgroup of students with or without disabilities (Gresham et al., 2004; Landrum et al., 2003; Nelson et al.; Richardson, 2000). If a student's social and

emotional needs are met early, these negative outcomes can be reduced and a better learning environment can be created (Gresham; Landrum et al.; Nelson et al.; Richardson). Therefore, teaching children to develop strong social competence is the responsibility of the entire school community, including educators, administrators, and parents (Lane, Menzies, Munton, & Von Duering, 2005).

Although these social skills are crucial, the educational system does not typically include formal instruction in interpersonal (interaction with others) and intrapersonal (internal aspects such as emotional) skills (Zins, Bloodworth, et al., 2007; Zins, Elias, et al., 2007; Richardson, 2000). Teachers hesitate to teach these social skills systematically in their classrooms because of time constraints, educational pressures to focus on standardized testing content, and the lack of value of such skills (Johns et al., 2005; Richardson). Some educators do not recognize the correlation between social competence and academic success (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000; Zins, Bloodworth, et al.). With that said, it should be noted that addressing the students' social and emotional development is not just an additional duty charged to schools along with academic instruction; rather, this development is an integral and necessary aspect that will help all students succeed in school and throughout their lives (Zins, Bloodworth, et al.).

Effectiveness of Social Skills Training Programs

Teachers, parents, and other adults typically assume that students will spontaneously acquire social competence by way of observation and experience within the natural school environment (Lane, Pierson, & Givner, 2004). For some individuals, spontaneous acquisition will not occur; thus the skills must be taught via a formal social skills training (SST) program. The purpose of SST programs should be to promote skill acquisition, enhance skill performance,

reduce and eliminate competing problem behaviors, and facilitate generalization and maintenance of social skills (Gresham, 2002). Researchers have demonstrated that social skills training programs can produce significant changes in social behaviors for all children, including those who have or who are at risk for EBD (Gresham et al., 2004; Rothrum-Borus, 2001).

In an analysis of social skills training programs, Landrum et al. (2003) investigated effective social skills training programs for elementary-aged children. They found various strategies that are effective at addressing inappropriate social behavior, developing social competence, and promoting interpersonal relationships for children with or at risk for having emotional and behavioral disturbance. These strategies include direct teaching of individually targeted skills, modifying antecedents and consequences, providing opportunities to practice skills in natural settings, and reinforcing desired behaviors. Other researchers' findings validated Landrum et al.'s reported outcomes (Christensen, Young, & Marchant, 2004; Kamps, Kravits, Rauch, Kamps, & Chung, 2000; Kern, Hilt, & Gresham, 2004; Marchant, Solano, Fisher, Caldarella, Young, & Renshaw, 2007; Rudolph, 2005).

In a review of eight socials skills training programs, Maag (2005) noted that some of the most important components of social skills training programs are monitoring treatment fidelity in order to support the acquisition and performance of targeted social skills, designing instruction that is tailored to meet students' specific behaviors, and promoting generalization of skills across settings and time. In a separate review of 13 social skills training programs, Maag (2006) found that SST programs were lacking key components for promoting generalization. These included selecting socially valid behaviors, including peers in the group to promote entrapment, and providing interventions over a longer period of time. Both of these studies and others suggest that generalization is one of the key components that ensure programs create a positive change in

the student's social development (Maag, 2006; Rudolph, 2005; Smith & Giles, 2003).

Generalization is the ability to exhibit learned skills across multiple settings and throughout time

(maintenance) without the continuous and vigorous support of the intervention.

<div align="center">Facilitating Generalization</div>

Limited attention has been given to the study of maintenance and generalization of social

skills (Gresham et al., 2004; Maag, 2006; Smith & Giles, 2003). Specifically, researchers fail to

promote measures that would seek to "establish appropriate, generalized social responses in

natural settings" (Smith & Giles, p. 31). Gresham et al. (2004) conducted a meta-analysis of

behavioral, cognitive, and social interventions that were used in studies from 1980 to 2004 for

training and remediation of specific skills. They found that researchers tend to employ a

perspective that lacks a systematic method for generalization and maintenance of social

behaviors.

In their seminal article on generalization, Stokes and Baer (1977) reported that almost all

generalization techniques were described as "train and hope" (p. 351); that is, researchers teach

skills for acquisition and then hope that the skills carry over across time and settings, but do not

actively provide training specific to those settings. By way of analysis, Stokes and Baer found

nine principles to guide implementation of behavioral programs, such as SST, so skills and

behaviors taught are maintained over time and across settings. These principles consisted of (a)

train and hope, (b) sequential modification, (c) introducing naturally maintaining contingencies,

(d) training sufficient exemplars, (e) training loosely, (f) using indiscriminable contingencies, (g)

programming common stimuli, (h) mediating generalization, and (i) training to generalize. Three

of these nine principles hold particular significance to the study being presented in this paper:

naturally maintaining contingencies, training sufficient exemplars, and programming for common stimuli. They are described as follows.

Stokes and Baer (1977) stress the importance of training for generalization by teaching behaviors that are naturally reinforced across settings. This means that the behaviors being taught must be behaviors that will be naturally reinforced by consequences in the environment and not just by reinforcement in the setting where the behavior was being taught. This principle is referred to as naturally maintaining contingencies. Another principle is training sufficient exemplars, which is described as teaching key skills or behaviors that are most likely to generalize across multiple situations and stimuli. Programming common stimuli is another effective principle of generalization. In order to do this, stimuli that are presented in the training are presented across various settings where it would be desired to see the behavior generalized. This can be accomplished either through creating a training situation that is similar to the natural environment or introducing elements of the training into the natural environment. Some of these principles for facilitating generalization are demonstrated in the following studies, in which researchers measured social competence for school-age children with or at risk for EBD.

Applied Principles of Generalization

In 2006 Gresham, Van, and Cook examined the effects of explicitly teaching replacement behaviors and intensive social skills instructions as a social skills training (SST) program associated with a school-wide positive behavior support program. The targeted behaviors included skills that were operationally defined using the Social Skills Rating System (SSRS) and identified as specific to the students' needs. This intervention included 20 weeks of SST teaching paired with differential reinforcement of other behaviors. The participants, four students ages six to seven who were considered at-risk for emotional and behavioral disorder (EBD), were

reinforced by verbal praise and other natural reinforcers (e.g. social attention). The researchers found that teaching specifically identified replacement behaviors and implementing differential reinforcement were effective at increasing desired behaviors and decreasing unwanted behaviors. They also demonstrated maintenance of skills in that the replacement behaviors remained stable after the implementation of the independent variable three months later. However, a limitation Gresham and his colleagues reported was the generalization of skills across other contexts, specifically when involving instructors other than the teacher who provided the training.

Another social skills intervention was examined by Ornelles (2007). This intervention consisted of a combination of teaching skills and peer support to meet the social and academic needs of students who were at risk academically and socially. The participants, three first grade students, were taught how to focus, how to ask for and give help, and strategies to promote engagement in the classroom. These skills were directly taught through instruction, modeling, and guided practice. Other lessons were also provided on self-reflection and self-evaluation. Positive feedback was given through praise. As maintenance was measured over a period of 16 weeks, targeted behaviors continued to increase. Maintenance was trained throughout implementation and instruction. Reinforcers were provided in the general education classroom and targeted behaviors were directly taught in a small group setting prior to class. It appeared that there was no attempt to transfer these skills across other settings or with other people, which is an area needing investigation.

Lane et. al., (2007) also investigated teaching social skills by determining the effectiveness of functional behavior assessments to shape social skills. The first participant, a first grader in the general education classroom who was at risk for EBD with internalizing behaviors, and the second participant, an eighth grader in a part-time special education setting

with anti-social behavior, received reinforcement for demonstrating appropriate social skills. After using the SSRS to identify problem behaviors, Lane and her colleagues strengthened these students' social competence by targeting specific behaviors and reinforcing desired behaviors in the general education classroom. However, providing reinforcement beyond the specified classroom to non-classroom settings was not addressed, and Lane et al. reported a limitation of not addressing generalization of skills over time.

In 2007, Morrison and Jones examined the effects of Positive Peer Reporting (PPR) on the social status of students who demonstrated at-risk behaviors such as tantrums or being neglected, teased, or avoided by peers. The participants, 27 students in the third grade, were trained together and instructed in PPR, providing and receiving praise with randomly selected peers in their classroom. This study demonstrated that using PPR is an effective way to reduce behaviors that are strong predictors of becoming at risk for emotional and behavioral disturbance, particularly for internalizing behavior problems. Morrison and Jones present methods that support generalization. Specifically, they included peers to assist with the training and to support the transfer of skills into the classroom. They also taught skills that were specifically targeted for reinforcement. This study measured generalization of skills across multiple settings, which included the classroom, during transitions, and lunch. However, a limitation that needs to be addressed is teaching skills that are individually needed by each student.

The most common forms of generalization seen in these studies consist of maintenance (Gresham et al., 2006; Ornelles, 2007) and reinforcement provided outside of training settings to promote the use of skills in the general education classroom (Gresham et al., 2006; Lane et al., 2007; Morrison & Jones, 2007; Ornelles, 2007). A few researchers systematically attempted to

ensure the transfer of skills across various contexts (Gresham, 2006; Morrison & Jones); however, this continues to be an area that needs further investigation (Lane et al.; Ornelles).

The principles of generalization mentioned previously (Stokes & Baer, 1977) can inform efforts for generalizing behaviors through social skills instruction. Specifically, these principles can be effectively implemented by teaching social skills within the natural environment across a variety of settings; by using differing materials and activities; by instructors' use of real-life examples; and through incidental learning. Furthermore, teachers can embed concepts within the context of an activity, teach skills together that occur in a natural order, target generalization during the process of teaching the skills rather than after, and teach students to respond to natural cues in the environment (Gresham, 2002; Gresham et al., 2000; Smith & Giles, 2003). Two possible strategies that fit within the framework of these generalization principles are bibliotherapy and positive peer reporting.

<center>Elements of Bibliotherapy</center>

As described by a leading team of scholars, "bibliotherapy consists of sharing books or stories with the intent of helping an individual or group gain insight into personal problems . . . for emotional healing and growth" (Heath, Sheen, Leavy, Young, & Money, 2005, p. 564–565). It is "the use of literature to teach about the issues that one personally faces through identifying with a character in the book" (Iaquinta & Hipsky, 2006, p. 209). This is accomplished in classroom and clinical settings by helping students make connections with their own prior knowledge, personal experiences, world events, and other literary pieces (Cartledge & Kiarie, 2000; Regan & Page, 2008). Bibliotherapy helps foster interpersonal problem solving by requiring students to monitor their own thoughts, interpret social cues, generate alternative responses, evaluate consequences, select and implement a response, and monitor the outcome of

that choice (Cartledge & Kairie; Forgan, 2002; Heath et al.; Regan & Page; Smith & Dunic, 2004). Bibliotherapy has been implemented throughout different settings to teach social skills, coping strategies, anger management, and ways to deal with stressful or temporary problems (Rives, Smith, & Staples, 2000; Sullivan & Strang, 2003; Regan & Page).

Bibliotherapy is designed to help students handle social and emotional needs through three essential elements; identification, catharsis, and insight. When carefully selected stories are chosen, students can identify with a specific character or situation. Catharsis is experiencing the feelings of characters and finding familiarity within themselves or others. Change of targeted behaviors comes from students' gaining insight on the specific problems and changing through understanding and motivation (Iaquinta & Hipsky, 2006; Sullivan & Strang, 2003).

Currently, there is limited evidence supporting the effectiveness of bibliotherapy to teach social skills. The existing research shows mixed results across different uses of bibliotherapy. However, preliminary information suggests that bibliotherapy may be useful with students with or at risk for emotional disorders in respect to increasing positive classroom behavior, interpersonal relationships, reality orientation, and the ability to recognize problem situations (Rives et al., 2000; Shechtman, 2000). Researchers have also demonstrated that the effectiveness of bibliotherapy can be enhanced with other supports (Rives et al.; Shechtman). These supports may include different types of follow-up activities and reinforcement.

Although there is limited empirical research associated with bibliotherapy (Rives et al., 2000; Shechtman, 2000; Stringer et al., 2003), specific components of bibliotherapy that hold promise in facilitating the principles of generalization (Cartledge & Kiarie, 2001; Forgan, 2002; Prater, Johnstun, Dyches, & Johmstun, 2006; Smith & Dunic, 2004; Sullivan & Strang, 2003). First, when using bibliotherapy, the implementer should specifically assess and teach targeted

skills. Second, the selected students should be taught with their typically developing peers. Third, to train for generalization while teaching, concepts should be embedded within the context of an activity, not introduced after. Applying these strategies may help students acquire, maintain, and generalize desired social skills (Heath et al., 2005; Forgan, 2002; Gresham, 2002; Maag, 2005; Prater et al., 2006; Smith & Dunic, 2004; Smith & Giles, 2003; Stokes & Baer, 1977; Sullivan & Strang, 2003).

Bibliotherapy lends itself to being infused into a direct or explicit instructional model (Cartledge & Kiarie, 2001; Forgan, 2002; Prater et al., 2006). Direct instruction is considered an effective way of teaching social skills. Direct instruction allows for explicit modeling and rehearsal of skills being taught. Research has shown that social skill instruction that is direct, as well as that which is tied to curricular areas as part of a package intervention, are effective in reducing problem behaviors (Lane, Wehby, Menzies, Doukas, Munton, & Gregg, 2003; Miller, Lane, & Wheby 2005). Direct instruction has been defined as direct teaching of information that fully explains the concepts, procedures, and strategies that students need to learn. Procedures include anticipatory sets, rationales, modeling, checking for understanding, guided practice, specific feedback, planning for future practice opportunities, and/or independent practice (Borders, 2008; Kirschner, Sweller, & Clark, 2006).

<center>Effects of Positive Peer Reporting</center>

Another strategy likely to facilitate generalization is positive peer reporting (PPR). Positive peer reporting is a procedure whereby peers provide descriptive praise during a specified amount of time about a target student's appropriate social and classroom behavior. An adult then reinforces (e.g., with praise, tokens, or other tangible items) both the targeted student for the behavior and the peers for reinforcing and reporting the targeted student's behavior

(Moroz, 2002; Morrison & Jones, 2007). For example, if the targeted student were working on initiating conversations with peers, at a designated time, the student and peer(s) could report that the targeted student had initiated conversation, and then they would receive points or tokens toward a group reward.

The purpose of PPR is to increase reinforcement of pro-social behaviors by having peers publicly acknowledge the appropriate behaviors that were already occurring in the student's natural environments. Often social skill programs only teach and measure skill acquisition, but PPR is designed to encourage, reinforce, and increase the use of these learned skills across multiple settings in real-life natural situations (Morrison & Jones, 2007; Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002). This in turn increases generalization in the natural environment of a general education setting.

Positive peer reporting has been used in various settings to improve peer interactions and peers' perceptions of students who are socially rejected or neglected. These have included both general education and special education settings. Research demonstrates that PPR has potential as a social skills tool (Moroz & Jones 2002; Morrison & Jones 2007; Skinner et al., 2002). Studies were most effective at increasing positive behaviors in the classroom when the target behavior was specifically taught and reinforcement was directed specifically towards the targeted behavior (Gruenier, 2005; Hofstadter, 2007; Hood, 2006; Jones, Young, & Friman, 2000; Johnson-Gros & Shriver, 2006; Moroz & Jones, 2002; Skinner et al., 2002). These findings support Maag's (2005) recommendations of directly targeting specific behaviors to enhance the generalization of social skills across time and settings.

Positive peer reporting also supports other components of generalization. As a natural reinforcer across settings, peers play a strong role in helping targeted students to generalize

appropriate social skills through peer praise, initiations, peer tutoring, and peer modeling (Gresham, 2002; Morrison & Jones, 2007; Skinner et al., 2002). It is hypothesized that PPR is likely to support the generalization principles of creating natural maintaining contingencies and programming for common stimuli for students who lack social competence (Stokes & Baer, 1977).

Specifically, PPR creates naturally maintaining contingencies by teaching skills to peers and the targeted students and training them to use and reinforce these skills in the natural settings of the classroom, playground, and other areas in the school. Positive peer reporting helps to program for common stimuli by teaching targeted students along with their peers so that peers can continue to model and reinforce natural behaviors. This provides a more natural way to learn social skills through peer examples and guidance. Positive peer reporting also provides situations where generalization can be supported and reinforced through correct reporting and monitoring of students' behavior. In this way, the components of PPR are likely to provide the additional support needed to promote generalization of social skills (Maag, 2005; Stokes & Baer, 1977).

METHODS

Participants

Selection Process

Four target students, ages six to eight years, were selected for this study. All of these

participants were identified with or at risk for emotional and behavioral disorders (EBD). The

selection process of the target students is described below, and information about each of the

target students follows.

Students were nominated by their teacher through the Systematic Screening for Behavior

Disorders (SSBD), which is considered a reliable, valid, screening and assessment tool for EBD

(Caldarella, Young, Richardson, Young, & Young 2008; Walker & Severson, 1992). The SSBD

is a multi-gated screening instrument that is used in the first through sixth grades to determine

students who may have or be at risk for EBD. The process of the SSBD allowed teachers to

nominate students for this study and rate their students' behaviors.

During Stage 1, which was completed within the first month of the new school year,

teachers were asked to nominate and rank ten students according to the extent they displayed

internalizing and externalizing behaviors. Teachers were given specific examples and non-

examples of behaviors in both categories to guide their selections. From the top ten, teachers

generated two mutually exclusive lists of the top three students whose behavior most qualified

them as at-risk under internalizing and externalizing domains. The top three students of each

domain then advanced to stage two.

During Stage Two, the student's at-risk status was determined by the Critical Events

Index and the Combined Frequency Index of Adaptive and Maladaptive Behaviors as completed

by the classroom teacher. The SSBD Critical Events Index contains 33 items which teachers

marked as occurring or not occurring (e.g., steals, sets fires). The SSBD Adaptive Behavior scale

contains 12 items that assess teacher and peer related adaptive skills (e.g., following classroom

routines) on a 5-point Likert-type scale. The SSBD Maladaptive Behavior scale includes 11

items that assess teacher- and peer-related problem behavior (e.g., pouting, sulking, ignoring

directions) on a 5-point Likert-type scale.

Validity of the SSBD, based on information from a series of studies completed during the

development and validation of the SSBD manual, showed that the internal consistency (*alpha*)

was above .80 for Stage 2 subscales Adaptive and Maladaptive Student Behavior. For Stage 1,

elementary test-retest reliability (*rho*) was .72 for internalizing behavior and .79 for externalizing

behavior. Inter-rater agreement (Spearman's *rho*) on the internalizing and externalizing

dimensions of Stage 1 during the instrument development phase ranged from .82 to .94 (Walker

& Severson, 1992).

Students were then selected based on their scores from the SSBD Critical Index,

Adaptive and Maladaptive scales. For this study, modified SSBD scores that qualified the

student as a possible participant, with or at risk for EBD, were adopted from other studies

(Marchant, Brown, Caldarella, Young, in press; Marchant, Solano, Fisher, Caldarella, Young, &

Renshaw, 2007), as follows: a minimum of 3 on the Critical Events Index, 41 or less on the

Adaptive Behavior scale, and 14 or more on the Maladaptive Behavior scale. The school's

principal, counselor, social work intern, and the researcher met together, reviewed the students'

scores and needs, and decided as a team which students would benefit the most from this study.

The students selected by the team to be targeted for this study were primarily considered to be at-

risk for EBD and fall into the category of qualifying for secondary level interventions in respect

to the Positive Behavior Support (PBS) and Response to Intervention (RtI) models.

Target Students

Initially, 12 target students were nominated to participate in the study based on their SSBD scores. Four were ultimately selected. Below is a description of each target student who was studied. To protect the identity of the students, names have been changed.

Participant 1, Dominic, was an 8-year-old male in the second grade. He was reported by his teacher on the SSBD as being physically aggressive, ignoring teacher warnings, showing a lack of respect toward peers and adults, and talking incessantly during class time. His teacher also stated concerns that he often was distracted by peers and had difficulty focusing on his assignments, especially during the first few hours of the day. She also stated concerns with Dominic's interrupting constantly and not getting assignments turned in on time. His maladaptive, adaptive, and critical index scores, along with the scores of the other participants, can be found in Table 1. Also in Table 1, and presented later, is other information collected from the SSBD and the School Social Behavior Scales (SSBS) (Merrell, 1993).

Participant 2, Antonio, was a 6-year-old male in the first grade. He was nominated based on the SSBD report of his being physically aggressive, damaging property, and ignoring teacher warnings. His teacher stated that although he was a smart student, he did not focus on his work in class even when re-directed by the teacher multiple times. Her greatest concern was getting him to "focus and concentrate." He often acted "class-clownish" to get the attention of other students around him.

Participant 3, Brianna, was a 7-year-old female in the first grade. On the SSBD, her teacher reported that she was disruptive, disobedient, lacked respect for others, touched others (e.g., by hugging them, playing with their hair), and shouted out. Her teacher stated that Brianna had a hard time focusing on her assignments and was often distracted by other things.

Participant 4, Nathan, was a 6-year-old male who was also in the first grade. He was nominated based on the SSBD concerns of being physically aggressive, damaging property and ignoring teacher warnings. Nathan's teacher stated that she was concerned because he was often talking with peers or playing in his desk and required a lot of attention from the teacher to help him focus on his work. She also stated concerns with his inability to (or choice not to) follow directions.

Peers

Each participant was paired with a peer specifically selected to offer support during the SST group by providing modeling and feedback for the target students. Peers involved were selected from the classrooms of the target students. Involving peers in the intervention was an important step in promoting generalization and in helping all students to remember and reinforce the social skills taught across multiple settings (Maag, 2006). The peers who participated in the SST groups were chosen by recommendation of the general education teacher based on the suggested criteria for using peers as confederates: the peer had good school attendance, engaged in positive interactions with all peers, avoided negative interactions, followed directions, and was someone with whom the target student felt comfortable (Kauffman, Mostert, Trent, & Pullen, 2006). Compared to target students, the selected peers were of the same gender, had approximately the same ability levels in most areas (e.g. cognitive, physical), and were peers that the target students admired or seemed willing to imitate.

Adults

Other participants in this study included the teachers of the target students and the researcher. Three of the teachers had bachelor's degrees and one held a master's degree. The

researcher was a graduate student from a local university and a special education teacher at another elementary school.

Consent

In order to formally consent to participate in the study, target students and peers completed a form with their parents. The form stated that they would participate in a special group to read stories and play games while learning ways to interact more appropriately with other people, including their friends.

When the forms were sent home to the 12 initially selected target students, parents were informed via telephone by the researcher that there were concerns with their child's social skills and that their child had been recommended by the principal and/or school counselor for this study. They were also told that only some of the students would be selected, but all would receive services, whether through this study or from the school counselor.

When the participants had been selected, peers were nominated by their teachers and consent forms were sent home. These parents were also contacted via telephone and given more information about the social skills training group. All consent forms sent home for both potential participants and peers were returned with consent to participate. Likewise, classroom teachers signed a consent form demonstrating agreement to participate in the study.

Settings

School

This study was conducted at an elementary school in central Utah that was in its first year of establishment. The student body consisted of students from three elementary schools from the previous year. During the 2008–2009 school year approximately 683 students attended the elementary school. There were a total of 24 teachers, which made a ratio of 26 students per

Table 1

Characteristics of Participants

Participant	Gender	Grade	Ethnicity	SSBD Score	SSBD Risk Level	SSBS Social Competence/ Anti-social Scale	SSBS Social Competence behaviors of concern [d] (Participants showed a deficit in the skills listed below)	SSBS Anti-social behaviors of concern[e]
Dominic	Male	Second	Latino	C.E.[a]=3 Adapt.[b]=33 Mal.[c]=32	Secondary	Average/ At-risk	Shows self-control, Listens and carries out directions from teachers, Asks appropriately for clarification and instructions, Completes school assignments or other tasks independently, Completes school assignments on time, Asks for help in an appropriate manner	Is overly demanding of attention from teachers, Bothers or annoys other students, Dificult to control, Argues or quarrels with peers
Nathan	Male	First	Caucasian	C.E.[a]=3 Adapt.[b]=39 Mal.[c]=25	Primary	Average/ Average	Asks for help in an appropriate manner, Listens and carries out directions from teachers, Shows self-control	Is overly demanding of attention from teachers, Acts impulsively without thinking

[a] Critical Events score, taken from a checklist of 33 maladaptive behavior indicators.
[b] Adaptive and [c] Maladaptive Behavior scores, taken from Likert-type scales to determine frequency of corresponding behavior.
[d] Participants displayed a score ≤ 2 on a Likert-type scale up to 5 on the social competence scale or they scored ≥ 4 on the[e] anti-social behavior scale

Table 1 (*continued*)

Characteristics of Participants

Participant	Gender	Grade	Ethnicity	SSBD Score	SSBD Risk Level	SSBS Social Competence/ Anti-social Scale	SSBS Social Competence behaviors of concern [d] (Participants showed a deficit in the skills listed below)	SSBS Anti-social behaviors of concern [e]
Antonio	Male	First	Latino	C.E.[a]=2 Adapt.[b]=29 Mal.[c]=33	Secondary	High-risk/ At-risk	Responds appropriately when corrected by teachers, Shows self-control, Completes school work without being reminded, Listens and carries out directions from teachers, Completes school assignments or other tasks independently, Completes school assignments on time, Asks for help in an appropriate manner	Gets into trouble at school, Is difficult to control, Bothers or annoys other students, Disrupts ongoing activities, Acts impulsively without thinking
Brianna	Female	First	Caucasian	C.E.[a]=4 Adapt.[b]=31 Mal.[c]=37	Secondary	Average/ At-risk	Shows self control, Makes appropriate transitions between different activities, Listens and carries out directions from teachers, Asks for help in an appropriate manner	Is overly demanding of attention from teachers, Bothers or annoys other students, Disrupts ongoing activities

[a] Critical Events score, taken from a checklist of 33 maladaptive behavior indicators.
[b] Adaptive and [c] Maladaptive Behavior scores, taken from Likert-type scales to determine frequency of corresponding behavior.
[d] Participants displayed a score ≤ 2 on a Likert-type scale up to 5 on the social competence scale or they scored ≥ 4 on the [e] anti-social behavior scale.

teacher. The percentage of Caucasian students was 72%; 21% were Latino, 4%, Pacific Islander; 2%, African American; and 1% were Asian. Students eligible for the free or reduced lunch program comprised 34% of the student body, compared to the 32% state average of the previous year (as seen in Table 1; NCES, 2008). The elementary school had a school-wide social skills program in place.

General Education Classrooms

The study occurred in typical first and second grade classrooms consisting of an average of 26 students. The target students were selected from these same classrooms. Additionally, observations were conducted in one specialty classroom, the art room.

Pull-out Classroom

Target students were pulled out of their classroom into a small group setting to learn social skills with their selected peers. This pull-out group was called *Lion's Pride*—a name that origniated from the school's mascot and schoolwide behavior plan. The time of pull-out was during specialties for the first graders and immediatley after recess, during academic time, for the second graders. These times were selected by the teachers as being least intrusive. The room was located off the library and was sometimes referred to as the "secret cave" by the students to make it more exciting.

Contexts for Generalization

The generalization settings included morning academic periods, occasionally an art class for the targeted second grader (Dominic), and other nonclassroom settings in the school. The academic periods included small group instruction on the floor and seatwork time at the tables in the back of the classroom with teachers or other adults. It also included large group instruction, centers, and independent work at desks. Non-classroom settings included one-

one-one reading tutoring in the hall, small group pull-outs in a separate classroom, and walking in the hallway with the entire class.

Materials

For the social skills instruction groups that were taught using bibliotherapy, the materials included children's literature books, lesson plans, and lesson support materials. The books selected were *The Cat in the Hat* (Seuss, 1957), *Curious George* (Rey, 1973), *Lilly's Plastic Purse* (Henkes, 1996), *A Splendid Friend Indeed* (Bloom, 2005), *I Don't Like to Read* (Carlson, 2007), and *Hooway for Wodney Wat* (Lester, 1999). Lesson plans were based on lesson plans from Brigham Young University's Book in a Bag (BIB) Project (Erickson, Marchant, Young, Womack, & Waterfall, 2006), which was developed by teachers and other staff members from a local school and refined by the project personnel. Book in a Bag is an integrated curriculum approach to teaching social skills (Marchant & Womack, in press). The lessons for this study were adapted from the BIB project and aligned to meet the participants' social skills needs. The lesson plans are found in Appendix A. Other record keeping sheets, such as observation forms, are also found in the appendices. Lesson support materials included paper to write and draw skills on, colored pencils, reinforcers (e.g., stickers), index cards, and props for role-plays. Materials for positive peer reporting included positive peer reporting index cards, reinforcers (e.g., popcorn), cotton balls, and a jar.

Dependent Variables and Measures

In the following section, the selection of targeted social skills, as well as the acquisition and generalization measures will be discussed.

Selection of Social Skills

The targeted social skills were selected based on assessment results taken from the School Social Behavior Scales (SSBS) (Merrell, 1993). The SSBS is primarily designed as a behavior-rating instrument for teachers or other school personnel of students in grades K-12, and can be used as an instrument to examine social competence and antisocial behavior patterns of children and adolescents (Merrell, 1993). Once the target students were selected, their social behavior needs were determined by the outcomes of the teacher's SSBS evaluation. The SSBS is a cross-informant rating system for assessing social and antisocial behavior of students at risk for EBD.

In order to choose which social skills were to be taught to the participants, the researcher analyzed the SSBS scores of the 12 nominated students. Out of these, four students emerged with similair skill deficits. These four students were recommended to the screening team as the participants for this study and their SSBS scores were further analyzed to determine the targeted skills for the social skills instruction. This process is described in the following paragraphs. See Table 1 for more details on specific participant's skill deficits.

The researcher made a chart that identified each student's skill deficits. The researcher then determined what subskills all students needed the most and categorized them into similar classes of behaviors or skills. For example, the students struggled with the following subskills: making appropriate transitions between different activities, completing school work without being reminded, listening and carrying out directions from teachers, and completing school assignments or other tasks independently and on time. These subskills were considered to be a similar class of behaviors. It was anticipated that they could be aligned with the social skill *How*

to Follow Directions, taken from McGinnis and Goldstein's (1997) *Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills.*

The target students also scored low on two subskills: asking appropriately for clarification and instructions, and asking for help in an appropriate manner. These subskills were also considered to be a similar class of behaviors. It was anticipated that they could be aligned with the social skills *How to Ask for Help.* For the subskills of being overly demanding of attention from teachers, disrupting ongoing activities, showing self-control, bothering or annoying other students, and acting impulsively without thinking, *How to Ignore Distractions* was selected. This skill was also adapted from McGinnis and Goldstein (1997); however, the wording of all the skill steps were changed to better fit the students' vocabulary. For example, the McGinnis and Goldstein step "Do the task immediatley" was changed to "Do it fast."

Early on in the study the teachers identified the most important skill their students needed to learn, based on their classroom observations and experience. *How to Ignore Distractions* was recommended by all four teachers as the skill of the greatest concern. McGinnis and Goldstein's (1997) section on *Ignoring Distractions* did not contain skills that matched exactly with the teachers' recomendations; therefore, the study's version of this skill used the book's *Ignoring Distractions* with elements from another of the book's sections, *Using Self-control.*

Acquisition of Social Skills

The first dependent measure was the acquisition of the social skills selected as mentioned in the above paragraphs. Acquisition is defined as the students' ability to recite the steps of the social skills when asked. For example, the participants needed the social skill *How to Follow Directions,* so the first part of the dependent variable was reciting the steps:

1) Look at the person

2) Say "okay"

3) Do it fast

4) Check back (Adapted from McGinnis & Goldstein, 1997).

Table 2 describes the point system for correct and incorrect responses to reciting the steps of

How to Follow Directions. The researcher took the participants into the hallway or into a

seculded part of the classroom for one to two minutes at the same time every day to recite the

steps. The students stated the steps, to the best of their knowledge, for each of the three skills.

The skill steps and scoring tables for the skills *How to Ask for Help* and *How to Ignore*

Distractions are found in Appendix B.

Table 2

 Spot-Check Point System

Child Response	Points Received
Says each step of the social skill in correct order.	2
Says a phrase using synonyms for the exact phrase (i.e., "Look at the guy," "Make contact").	2
Says each step of the social skill but not in correct order.	1
Says a single-word response with ambiguous meaning but has a connection to the correct answer (i.e., "person").	1
Needs prompting	1
Doesn't respond (i.e., is silent, shrugs shoulders).	0
Responds off topic (i.e., "When is recess?").	0

Generalization of Social Skills

The second dependent measure was the students' ability to generalize the selected social

skills taught during the social skills instruction across other settings and times. These classroom

and non-classroom settings and times were selected based on where the students' teachers

believed that the selected social skills were likely to be manifest. All teachers stated that the biggest concern for these behaviors was in their classroom during the morning hours, and not during specialties or recess. Before starting baseline, the researcher gave teachers the definitions of the social skills (the dependent variables), including examples and non-examples of what the skill looked like, and asked them to assist in refining the definition. The completed definitions of all three skills can be found in Appendix C.

<div align="center">Independent Variables</div>

Social Skills Instruction

The independent variable included elements of bibliotherapy through a social skills instruction (SSI) lesson plan centered on a children's literature book, paired with positive peer reporting (PPR). The SSI was a replication of a previous study conducted by Borders (2008). Direct instruction, being a documented, effective way for teaching social skills, was the mode of delivery for the six SSI lessons (Johns, Crowley, & Guetzloe, 2005). The lesson plans can be found in Appendix A.

Target students and peers were taught the social skill lessons through elements of bibliotherapy in a small group setting. In other words, bibliotherapy was not used in its "pure" form, as described in the literature review of this manuscript. Rather it was modified to serve the purpose of teaching social skills to the participants. This modification will be described below.

Each participant was paired with one of his or her peers during the practice part of the lesson plan. Using peers allowed the targeted students to observe accurate role-plays, as well as receive peer feedback and hear peers' ideas during discussions. However, both the peers' and target students' involvement was reciprocal as they participated in role-plays and offered feedback to one another. During the lesson, the targeted students and the peers both participated

in the skill-step review. Throughout the lesson, the researcher continued to ensure that each participating student practiced saying the steps with a partner and participated in role-plays with the other students who were in the small group setting.

Each skill had two initial lesson plans, each with a separate book to teach the same skill. After these were taught, reviews of the skills were conducted. During the reviews, participants and their peers shared opportunities when they had used the steps of the learned skills in the class and/or when they had observed their partner using the steps. As they shared these experiences, points for using these skills were collected towards a group contingency. Participants and their peers also had the opportunity to do role-plays and copy the skills on the board and on index cards. The index cards were then used throughout the week to record when they or their partner used the skills taught (Review form can be found in Appendix D). Occasionally, if time allowed, students also played Hangman, having to use the skill names or steps as the answer. To motivate students to be attentive and reinforce participation and appropriate listening behaviors while in the pull-out groups, students earned class points called "Club Pride points" towards a reward such as a small piece of candy or stickers.

Positive Peer Reporting

Positive peer reporting is a structured program designed to increase natural reinforcers in the environment for targeted behaviors across school settings through peer reinforcement. In this study, all of the students in the participant's general education class were trained on how to give positive praise to their peers and also received specific training in PPR. The teachers presented the four steps of praise and then practiced them with their class by having students take turns using the steps to praise one another. The four steps of praise included:

1) Look at your peer

2) Smile

3) Explain something specific and positive that they did or said

4) Say something like "good job" or "that was great" (Hofstader, 2007)

Students' showed that they had been sufficiently trained in the steps of PPR when they could repeat back the steps of praise accurately and had demonstrated the steps when praising a peer (see Table 3).The teacher knew that all students could say the steps of praise by having each student practice the steps with one another in front of the class. Originally, the request was for the teacher to put a check mark next to the students' names on their class list when they gave a correct response. For students who gave an incorrect response, the teacher would give a verbal model for the student of a correct response and then have them try it again the following day. However, due to time constraints, some of the teachers chose to have students pair up and praise each other at the same time after a few select individuals, including the target student and their peer, had practiced it in font of the class.

Table 3

Responses for Reciting Steps of Praise

Correct Response	Incorrect Response
Says each step of praise.	Names only 1–3 of 4 steps.
Says all the steps in order.	Says steps in wrong order.
Uses synonyms or the exact phrase (i.e., "Look at your friend").	Responds off topic.
	Prompted response.

Once all of the students in the class demonstrated correct use of praise, students were informed that they would have an opportunity throughout the next day to watch their peers and catch them using the social skills. The teacher emphasized watching for skills they had learned as

a class. For example, when the skill was *Following Directions*, the class watched for the students who were following directions and provided praise specific to that skill.

The teacher then introduced the "star student" program. The class was told that each day, three students would be selected as "star students" and they would be the students praised during the praise session at the end of each day. Each teacher had a container of popsicle sticks with all of the students' names on them. The sticks with the target students' names were highlighted at the top with a marker. The researchers requested that the teachers draw the target students' sticks more frequently. Names of the

target students were drawn every 3 to 9 days. For the rest of the students, names were drawn every 7 to 9 days.

The steps of the social skills that the participants were learning in the pullout classroom were posted in the students' general education classroom where all students frequently saw them. The teacher reminded all the students in the class of the name and steps of the skills. This was done as the teacher asked the class to come up with what they thought the skill looked like (e.g. "What does it mean to follow directions?" or "How do I ask for help the right way?") and then presented the steps (e.g. "First, you see if you can do it on your own. Second, you raise your hand . . ."). The teacher displayed a poster with the steps written on it in a visible location in the classroom.

At the beginning of each day, each student in the general education classroom was given an index-size cue card that had a place to write on it the names of the "star students" and already had written on it a reminder of the targeted social skill(s) that the target student was working on (see Appendix E). The first grade teachers tried using the card for the first week and all three found it more successful to only write the names of the "star students" on the board. They stated

that it was difficult to have the students remember to fill the card out throughout the day. However, the second grade teacher thought it was a good supplement and used the index card successfully throughout the entire study along with the names written on the board.

At the end of the school day there was an 8-to-10-minute "praise session" as recommended by various researchers (Gruenler, 2002; Hoff & Ronk, 2006; Hofstader, 2007). Each student had the opportunity to praise the "star students" using the steps of praise. Students were told that for each accurate praise they gave that followed the steps of praise, a cotton ball would be put in the class jar. At the beginning of implementing PPR, the class voted on what prize they would like as a class contingency. The classes chose popcorn for everyone, an educational movie, small classroom treats, extra recess, and extra free time. When the jar was full, which occurred once every 4 to 7 days, the prize was rewarded to the whole group, again, as recommended by researchers (Hofstader, 2007; Moroz & Jones, 2002; see Appendix F).

For a description of how the independent variable was distributed across all students (target students, their selected peers and target student's entire classroom), refer to Table 4.

Table 4

Participation in Interventions

	SSI	Positive Peer Reporting
Target Students	X	X
Selected Peers	X	X
Entire Class		X

Experimental Design

A multiple probe design across social skills for each participant was used to evaluate the effects of the treatment package on the targeted students' ability to recite the social skill steps as

well as generalize the identified social behaviors. A multiple probe design is similar to a multiple baseline design, where behaviors, settings, and participants are receiving the same treatment across behaviors and settings (Gast, Skouge, & Tawney, 2006). During a multiple probe design, data are collected less frequently than with a multiple baseline design. In this study, data collection timelines were based on the information gathered and the stability of the baseline and conditions. Data were collected 3 to 5 times per week unless a participant was absent from school. The multiple probe design was used across skills and settings in an ABC design (A=baseline, B= SSI, C= SSI, PPR, & maintenance).

Baseline

Prior to and during baseline, the only social skills instruction to occur was the monthly schoolwide social skills instruction in the classroom for the entire student body. Most of the schoolwide social skills taught during this school year were not the same as the selected social skills for this study. However, the social skill *How to Follow Directions* had been taught the previous fall. All target students were asked to say the steps of each targeted social skill prior to the baseline condition. This helped to determine whether or not each participant had any recollection, prior to the study, of the social skill steps.

Baseline data for both aquistion and generalization showed that all four participants did not know the steps of the skills and that they were not using them in the classroom. As they were asked the steps of all skills and observed in various settings, their answers were recorded and collected for a minimum of three days until the baseline data were stable. Once baseline showed stability for both knowledge and use of skills across settings, treatment began.

Social Skills Instruction

After baseline was collected, the first SSI intervention was implemented. Participants and their peers were pulled out into the small group setting and were taught the first social skill, *How to Follow Directions.* This skill was chosen as the first to be introduced based on the stability of the baseline data. Since each skill had two books, each with a lesson, the first book selected for this study was *The Cat in the Hat* (Suess, 1957). The second book, taught later during the week, was *Curious George* (Rey 1973). When the second skill, *How to Ignore Distractions* was introduced following stability of the SSI and PPR, the first book and lesson presented was *A Splendid Friend Indeed* (Bloom, 2005), followed by *Lilly's Plastic Purse* (Henkes 1996). For the third skill, *How to Ask for Help,* the first book and lesson used was *I Don't Like to Read* (Carlson, 2007) and then *Hooway for Wodney Wat* (Lester, 1999).

Positive Peer Reporting

After data were stable in the SSI condition (students were correctly and consistently saying the steps of each skill), PPR, Condition 2 was introduced to the targeted students' entire core classroom. Positive peer reporting was implemented as was previously described in this study. When it was introduced the first time, teachers trained the students in using praise and presented the whole program with only a focus on the skill *How to Follow Directions.* After the second skill was presented in the SSI and data were stable, the teacher then introduced the new skill into PPR. Participant 4's teacher had the target student and his peer teach each new skill to the class. As the teachers presented the new skill, they continued to encourage the students to also watch for the previously presented skill(s) and continued to praise for all skills that had been introduced.

Maintenance

Following the SSI and PPR condition, SSI and PPR were withdrawn. Data were collected on both the student's acquisition (which would also be naturally measuring retention) of the skills and generalization of the skills across the previously selected settings. Due to statewide testing, which temporarily changed the settings of the classroom for two weeks, maintenance data were collected twice a week beginning after the two-week period of testing for a total of three days. This measured whether or not the target students continued to remember the steps and use the social skills taught without continuous social skills instruction and review sessions. Due to the dynamics during testing and the end of the school year (there were two weeks of classes left after testing), teachers did not continue PPR.

Data Collection

Acquisition of Social Skills

Data on the acquisition of social skills were measured and collected through "spot checks" after skills had been taught in the pull-out setting. Participating students were probed three to five days per week to see if they could say the steps of the social skills. During a probe, or spot-check, the participating students were asked to state the steps of each social skill that was being targeted. A spot-check is defined as the researcher's asking the student to say the steps of a specific social skill. The students were probed on the skill currently being instructed as well as the steps of previously taught skills or those to be taught in the future, so that each of the social skills were probed each time (as in Borders, 2008). In order for students to receive credit for the response, they had to say the steps of the social skill accurately. This meant in the right order and either with the same words or with synonyms for the exact phrase (e.g., "Look at the guy," "make eye contact") (Borders, 2008; Prater, Serna & Nakamura, 1999; see Appendix B). Spot-

checks were typically conducted the same days that the participants were being observed for generalization of the skills.

Generalization of Social Skills

Generalization of targeted behaviors was measured through observers' direct observations across multiple settings. The generalization data collection forms are located in Appendix G. Throughout baseline and the first two conditions, the classroom teachers recorded their observations on the teacher collection data form. These data collection forms allowed observers and teachers to record instances when the student applied the social skills learned and to write notes or comments when possible. The teachers selected the times of the day and locations where they thought the participants struggled the most with using these three skills. Observers typically observed three to five times a week for 25-minute increments with a variation across times and settings as listed previously. The teacher recorded behaviors at the same time as the observers; however, teachers recorded the behaviors each day.

Inter-Observer Reliability

Observer Training

For the acquisition and generalization of each skill, the researcher and three university students collected data. The observers were undergraduate students in a special education enrolled at a local univeristy who had successfully completed an applied behavior analysis course. The researcher trained the observers in the data collection procedures by way of a paper and pencil test. The observers were trained in definitions, examples and non-examples of the behaviors, as well as scenarios (examples and non-examples) of students attempting to generalize the targeted social skills and they were asked to memorize the definitions (See Appendix H & I for observer paper-pencil tests).

It was required for the observer to demonstrate a minimum of 95% accuracy on each paper-pencil test. Initially there were two observers trained on the skills *How to Follow Directions*, *How to Ask for Help,* and *How to Control Anger*. Observers took the test with average scores of 97% on spot checks and 96% on generalization. When the new skill, *How to Ignore Distractions,* replaced *How to Control Anger* and the new observer was trained, the average score was 95% for spot checks and 98% for generalization. Although the observers were aware of the skills being taught, they were blind to the specific methods of the study.

Acquisition

Inter-observer agreement for spot-checks was compared for 29% of observations across all conditions. The researcher and observer scores were compared in step by step by point agreement; meaning that for each line of the score sheet, the observer scores were compared to see if they had the same score of 0, 1, or 2. If all scores were the same for the skill, it was considered to be a point of agreement. The interobserver agreement was calculated using the following formula: number of agreements, divided by the number of agreements plus disagreements, x 100. The ranges for all participants on all three social skills were 95%–100%. The average was 98% for all participants. Table 5 shows the inter-observer scores across conditions for acqusition.

Table 5

Inter-Observer Scores for Acquisition

Condition	Agreement	Percentage of total observations
Baseline	83%	33%
SSI & PPR	99%	26%
Maintenance	93%	100%

Generalization

Inter-observer agreement for generalization was compared for 37% of observations across all conditions. The researcher and observer scores were compared to the number of times a behavior occurred; if the numbers of occurances were the same for the skill, it was considered to be a point of agreement. If both observers recorded that no oppurtunity was presented for the skill to occur, then this was also considered a point of agreement. The inter-observer agreement was calculated using the following formula: number of agreements, divided by the number of agreements plus disagreements, x 100. The ranges for all participants on all three social skills were 78%–91%. The average was 82% for all participants. Table 6 gives the inter-observer score ranges. Overall, inter-observer agreement for acquisition and generalization was compared for an average of 33% of observations across all conditions with an average agreement of 90%.

Table 6

Inter-Observer Scores for Generalization

Condition	Agreement	Percentage of total observations
Baseline	100%	33%
SSI & PPR	81%	32%
Maintenance	95%	42%

Treatment Fidelity

A checklist with the components of the social skills instruction lesson plan requirements, administration of tests, role-playing scenarios to determine acquisition of fluency, and positive peer report training was completed by the observers during the small group pull-out sessions and by both the researcher and the observers in the general education classroom (see Appendix J). The observers helped with tracking treatment fidelity by sitting in on the social skills instruction

with the researcher to record that all steps were being implemented accurately by checking off

the checklist. They also did this during the review sessions. This served as a measure that the

lesson delivery was accurate and complete. Treatment fidelity was calculated as the number of

components, divided by the number of components plus number of components missed, x 100.

The average percentage of the SSI lesson completed across all three skills was 97%. The average

percentage of the PPR lesson across all four teachers was 91%, and PPR was conducted an

average 87% across all three skills. This was a result of three out of four teachers

opting not to record and review praise with individual students when students said a

praise statement either correctly or incorrectly. Brianna's teacher only conducted PPR

during the first skill taught (see Tables 7 and 8).

Table 7

Treatment Fidelity Percentages for Social Skills Instruction (SSI)

Social skill	Percentage completed
How to Follow Directions	96%
How to Ignore Distractions	96%
How to Ask for Help	98%

Table 8

Treatment Fidelity Percentages for Positive Peer Reporting (PPR)

Classrooms	Intial	PPR conducted throughout study
Dominic	95%	100%
Antonio	87%	94%*
Brianna	91%	53%
Nathan	91%	100%

* Teacher was absent these days

Social Validity

Social validity was examined to determine if treatment effects were acceptable to the stakeholders. For this study, the researcher measured the acceptability of the outcome of the treatment by way of a Likert-type scale questionnaire. This questionnaire was given following the implemenation of the last PPR session introducing the third skill, before maintenance data were collected. There were three different questionnaires, one for each stakeholder group—parents, teachers, and students. Each group completed a questionnaire indicating the degree to which they agree with statements about the treatment (see Appendix K). The categories of questions include the usefulness, efficacy, and acceptability of the treatment. Participants and peers were taken aside out of specialty classes during typical spot-check times to complete the questionnaire. The researcher read each step with the participant and peers and allowed them to fill out the forms independently.

Forms were left with teachers to be sent home to their parents. When they did not return, another form was sent home and the researcher called the parents to let them know it was being sent home and needed to be returned. Teachers of the participants were given their own questionnaire forms in their boxes and asked to return them to the office mail boxes without names to maintain anonymity. The researcher received forms from all eight participants and peers and from their parent(s), and from all four teachers.

RESULTS

The following section addresses the data results for each participant and the collective

average scores for all participants. For each, the data are given per condition for each skill.

(Refer to the figures following each discussion to see data displayed via graphs). The outcomes

of the social validity questionnaires will be discussed following the participants and collective

average score results.

Dominic

Following Directions

Baseline. For acquisition of the skill *How to Follow Directions,* Dominic scored 12.5%

for each data session. For generalization, Dominic demonstrated the skill an average of 0.3 times

across all sessions. Dominic used the skill 0 to 1 time per session. Two of the three data points

were within a range of 33 percentage points from the mean and the most extreme score, 1, was

67 percentage points from the mean. The generalization data path appeared to be stable.

Social skill instruction (SSI). For acquisition, Dominic demonstrated a range of 75% to

100% and his mean score was 94%. Dominic's scores were all within a range of 19 percentage

points from the mean. The data path showed an increasing trend that ultimately became a flat

trend. Generalization data were collected over three data sessions. Dominic demonstrated use of

the skill an average of 1 time across all sessions. He used the skill a range of 0 to 2 times per

session. His data path indicated a stable trend and all of his data points were within 50

percentage points from the mean.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, Dominic

demonstrated perfect knowledge of the skill, scoring 100% for each session with no variability.

For generalization, data were collected for 21 sessions where he demonstrated use of the skill an

average of 2.1 times across all sessions. The range for these data was 0 to 6. Out of these 21 data sessions, 19 of Dominic's data points were within 48 percentage points from the mean. The two most extreme data points, both 6, were within 65 percentage points from the mean. Overall, the data path indicated an increasing trend.

Maintenance. For acquisition, Dominic continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, only two data sessions out of three presented opportunities to use this skill. For both these data sessions, Dominic demonstrated use of the skill an average of 2 times per session with a range of using the skill 1 to 3 times per session. All of his data were within 33 percentage points from the mean.

For acquisition of the skill, Dominic scored 12.5% for all data sessions during baseline, which then increased to an average of 94% during SSI and an average of 100% during the SSI/PPR and maintenance conditions. Dominic's generalization of the skill increased from 0.3 to 0.8 times from baseline to the SSI condition and continued to increase to 2.1 times across all sessions during the SSI/PPR condition. During maintenance, his generalization decreased to an average of 1.3 times per session, which was still an increase from the baseline condition.

Ignoring Distractions

Baseline. For acquisition of the skill *How to Ignore Distractions,* Dominic scored in a range of 12.5% to 50% for all data sessions with a mean score of 16%. The trend was stable and 14 out of 15 points were 3 percentage points from the mean. The most extreme data point was 50%, which was 34 percentage points from the mean. Generalization data were collected over 15 data sessions. For all data sessions, Dominic ignored distractions an average of 14% of the time. The range of distractions was 0–33% of the time, indicating a fairly stable data path. All of Dominic's data points were within 17 percentage points from the mean.

Social skill instruction (SSI) and positive peer reporting (PPR). For this skill only, Dominic's teacher introduced PPR the same day as SSI was implemented and so there was no SSI condition. For acquisition during the SSI and PPR condition, Dominic scored a range of 75% to 100% with a mean of 98%. During this condition, 14 out of 15 data points were within a range of 2 percentage points from the mean. The most extreme data point was 75%, which was 23 percentage points from the mean. For generalization, data were collected for 15 sessions where he ignored distractions for a range of 8% to 100% and an average of 57%. Out of these 15 data sessions, 13 of Dominic's data points were within 37 percentage points from the mean. The two most extreme data points, 8% and 100%, were within 56 percentage points from the mean. Overall, the data path indicated an increasing trend.

Maintenance. For acquisition, Dominic continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, he ignored distractions an average of 15% across all three sessions for a range of 0–27%. All data points were within 11 percentage points of the mean. The trend for this data path was fairly stable.

For acquisition, Dominic scored an average of 16% across all data sessions during baseline, which then increased to an average of 98% during the SSI/PPR condition and remained stable at 100% during maintenance. Dominic's generalization data increased from 14% to 57% across baseline and the SSI conditions. His data path then decreased to 15% during the maintenance condition. Dominic ignored distractions 43% more during the SSI/PPR condition than he had during the baseline condition.

Asking For Help

Baseline. For acquisition of the skill *How to Ask for Help,* Dominic scored a range of 0–25%, resulting in an average of 14% across all data sessions. Out of 24 data points, 23 were one

percentage point from the mean—indicating a stable trend. The most extreme data point was 25%, which was 11 percentage points from the mean. Generalization data were collected over 22 data sessions. Dominic demonstrated the skill an average of 0.5 times across all sessions with the range for these data between 0 and 3 times. Seventeen of the 19 data points were within a range of 16 percentage points from the mean. The two most extreme points were 2 and 3, which were, respectively, 64 and 84 percentage points from the mean. The generalization data path appeared to be ascending but then descended before the SSI condition was implemented.

Social skill instruction (SSI). For acquisition, Dominic scored a range of 63% to 100% resulting in an average of 75% across all data sessions. Out of three data points, two were 12 percentage points from the mean—a stable trend. The most extreme data point was 100%, which was 25 percentage points from the mean. For generalization, only two data sessions out of three presented opportunities to use this skill. For both these data sessions, Dominic demonstrated use of the skill 2 times per session. All his data were within 0 percentage points from the mean.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, Dominic demonstrated perfect knowledge of the skill, scoring 100% for each session. For generalization, data were collected for three sessions where he demonstrated use of the skill five times across all sessions with an average of 1.7 across all data sessions. Dominic used the skill 0 to 2 times per session. Out of three data points, two data points were within 15 percentage points from the mean. The most extreme data point, 1, was 35 data points from the mean. The data path indicated a fairly stable trend.

Maintenance. For acquisition, Dominic demonstrated perfect knowledge of the skill, scoring 100% for each session. For generalization, only two data sessions out of three presented

opportunities to use this skill, such that he demonstrated the skill an average of 0.5 across all data sessions. All of Dominic's data points were within 50 percentage points from the mean. For acquisition, during baseline, Dominic scored an average of 14% across all data sessions. During the next conditions of SSI, SSI/PPR and maintenance, Dominic's data increased to a stable score of 100% across all sessions. During baseline, Dominic generalized the skill an average of 0.5 times per session which then increased to an average of 1.8 times across sessions during the SSI, and SSI/PPR conditions. His use of this skill then decreased to 0.5 during the maintenance condition. Dominic's use of this skill increased 1.3 times more per session during the SSI and SSI/PPR conditions than during the baseline and maintenance conditions.

<div align="center">Antonio</div>

Following Directions

  Baseline. For acquisition of the skill *How to Follow Directions,"*Antonio's scores indicated a fairly stable trend and all his data points were within 8 percentage points from the mean. For generalization, he did not use the skill at all.

  Social skill instruction (SSI). For acquisition, Antonio demonstrated a range of 50% to 100% with a mean score of 84% during the SSI condition. Five of the six data points were within 16 percentage points from the mean. The most extreme data point, 50%, was 34 percentage points from the mean. The data path showed an increasing trend that flattened out toward the end of the condition. Generalization data were collected over six data sessions. For all SSI data sessions, Antonio demonstrated use of the skill an average of 0.5 times—using the skill 0 to 3 times per session. His data path indicated a stable trend and five out of six of his data points were within 17 percentage points from the mean. The most extreme data point, 3, was 83 percentage points from the mean.

Figure 1. Percentage of acquisition of all three skills for Dominic from spot-checks.
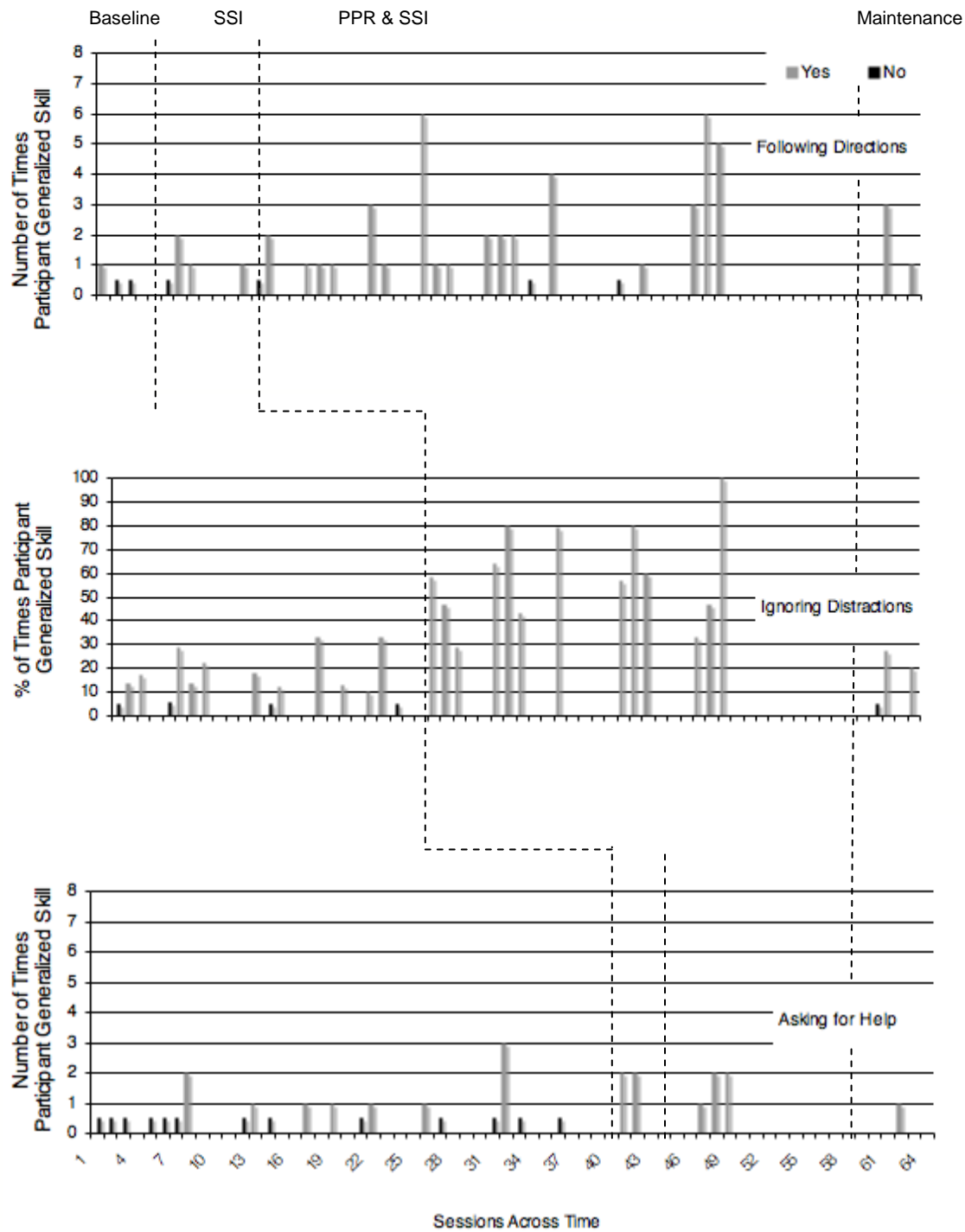
Figure 2. Amount of times Dominic used all three skills across generalization settings.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, Antonio demonstrated perfect knowledge of the skill, scoring 100% for each session with no variability. For generalization, data were collected for 16 sessions where he demonstrated an average use of the skill 2.6 times across all sessions. The range for these data was 1 to 5. Out of these 16 data sessions, 15 of Antonio's data points were within 28 percentage points from the mean. The most extreme data point, 5, was 48 percentage points from the mean. Overall, the data path indicated an increasing trend.

Maintenance. For acquisition, Antonio continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, he demonstrated use of the skill an average of 1.3 times per each session, a decreasing trend from the previous condition. The range for these data was 0 to 3, and two out of three of his data points were within 43 percentage points from the mean. The most extreme data point, 3, was 57 percentage points from the mean.

For acquisition of the skill, Antonio scored no more then 12.5% for all data sessions during baseline, which then increased to an average of 84% during SSI and an average of 100% during the SSI/PPR and maintenance conditions. Antonio did not demonstrate generalization of the skill during the baseline condition. During SSI, the use of this skill increased to an average of 0.5 times and continued to increase during the SSI/PPR condition to an average of 2.6. Antonio's use of this skill decreased again to an average of 1.3 times per session during the maintenance condition, which is still an increase from the baseline condition.

Ignoring Distractions

Baseline. For acquisition of the skill *How to Ignore Distractions,* Antonio scored in a range of 0–12.5% for all data sessions with a mean score of 11%. The trend was stable and 12 out of 14 points were 1 percentage point from the mean. The most extreme point was 0%, which

was 11 percentage points from the mean. Generalization data were collected over 14 data sessions. For all data sessions, Antonio ignored distractions an average of 6% of the time. The range of ignoring distractions was 0–29% of the time. The data path remained fairly stable during the baseline condition. Out of 14 data sessions, 13 of Antonio's data points were within 14 percentage points from the mean. The most extreme point, 29%, was 23 percentage points from the mean.

Social skill instruction. For acquisition, Antonio scored in a range of 75% to 100% with a mean score of 91%. The data path indicates a fairly stable trend. During this condition, two out of three of his data points were within 8 percentage points from the mean. The most extreme data point was 75%, which was 17 percentage points from the mean. Generalization data were also collected over three data sessions. For all data sessions, Antonio ignored distractions an average of 15%, with a range of 0–29% of the time. During this condition, two out of three data points were within 10 percentage points from the mean. The most extreme data point was 0%, which was 15 percentage points from the mean, and the overall trend was stable.
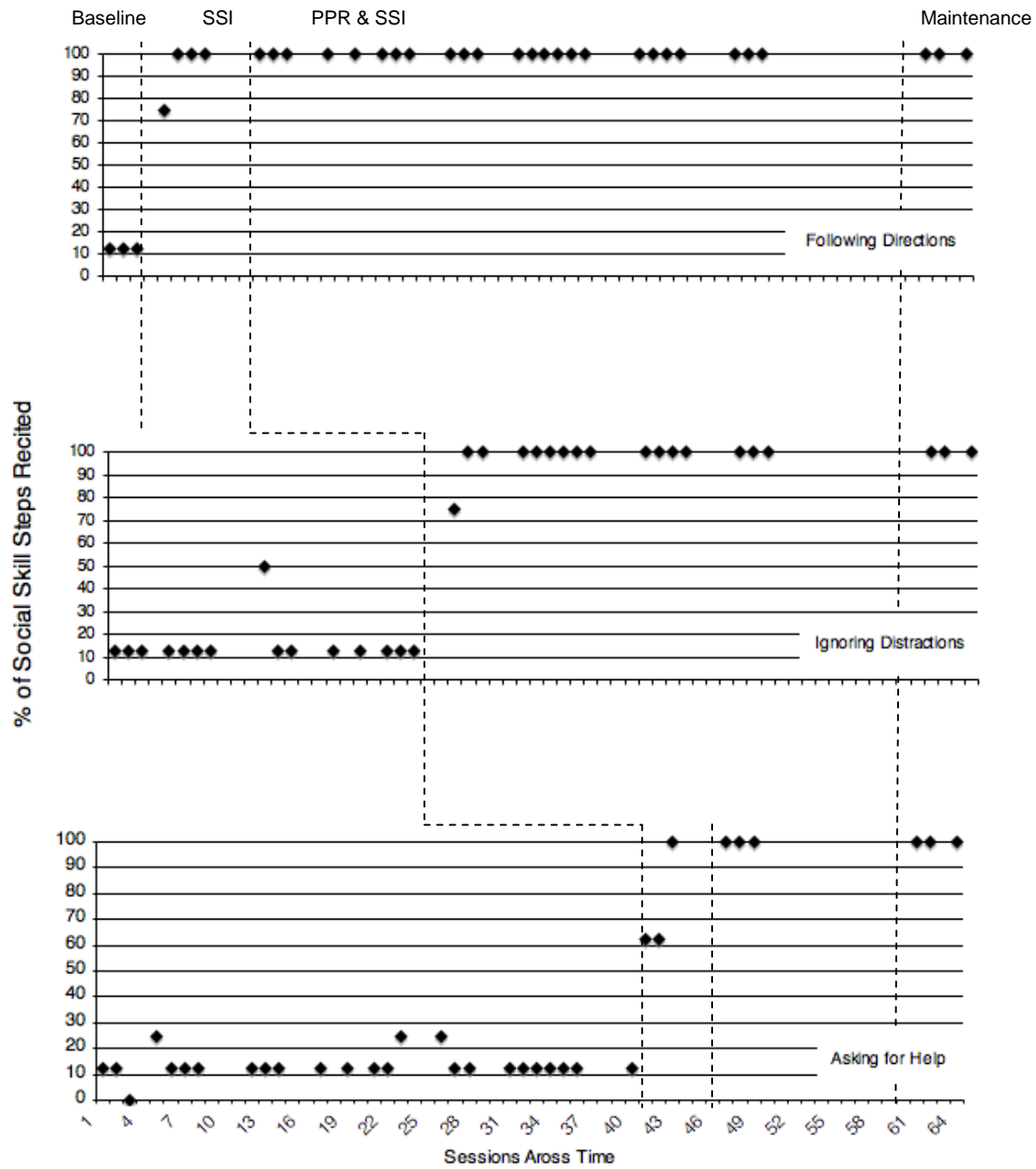
Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, Antonio scored in a range of 75% to 100% with a mean of 88%. Out of eight data points, seven data points were within 13 percentage points from the mean. The most extreme data point was 63%, which was 24 percentage points from the mean. For generalization, data were collected for eight sessions, in which he ignored distractions in a range of 22% to 56%, with a mean of 42%. Out of these ten data sessions, all of Antonio's data points were within 20 percentage points from the mean. Overall, the data path indicated an increasing trend.

Maintenance. For acquisition, Antonio scored in a range of 88% to 100%. His mean score was 96% for all data sessions with a data path that indicated an increasing trend. All three

of his data points were within 8 percentage points from the mean. For generalization, he ignored distractions an average of 19% across all three sessions in a range of 0–50%. All data points were within 31 percentage points of the mean. The trend for this data path was fairly stable.

Antonio scored an average 11% across all data sessions during baseline which then increased to an average of 89% during the SSI and SSI/PPR conditions and 96% during the maintenance condition. During baseline, Antonio ignored distractions an average of 6% of the time when generalization data were collected. The generalization data then increased to an average of 17% of the time during the SSI condition, which continued to increase to 42% during the SSI/PPR condition. However, the generalization of the skill decreased to 19% during the maintenance condition.

Asking For Help

Baseline. For acquisition of the skill *How to Ask for Help,* Antonio scored 12.5% for each data session. Generalization data were collected over 20 data sessions, where Antonio demonstrated the skill an average of 0.05 times across all sessions. During baseline, 19 out of 20 data points were within a range of 5 percentage points from the mean. The most extreme variable was a score of 1, which was 95 percentage points from the mean. The trend for this data path was stable.

Social skill instruction (SSI). For acquisition, Antonio demonstrated a range of 50% to 100% with a mean score of 71%. Out of three data points, two of Antonio's scores were within a range of 21 percentage points from the mean. The most extreme data point for Antonio was 100%, which was 29 percentage points from the mean. The data path showed a stable trend. For generalization, only one data session out of three presented opportunities to use this skill. For this data session, Antonio demonstrated use of the skill 2 times.

Social skill instruction (SSI) and positive peer reporting (PPR). During this condition, Antonio was absent for all but one of the sessions. For acquisition, Antonio demonstrated perfect knowledge of the skill by scoring 100%. For generalization, Antonio demonstrated use of this skill twice during one session.

Maintenance. For acquisition, Antonio demonstrated a range of 88% to 100%. His mean score was 92%. All three of Antonio's data points were within a range of 8 percentage points from the mean and the data path was stable. For generalization, Antonio demonstrated this skill an average of 0.7 times, demonstrating it 0 to 1 time per session. Out of three data points, two of Antonio's scores were within a range of 33 percentage points from the mean. The most extreme data point for Antonio was 0, which was 67 percentage points from the mean. Antonio's data path showed a stable trend; however, across all conditions after baseline, the data path indicated an increasing trend.

For acquisition, during baseline, Antonio scored an average of 12.5% across all data sessions. During SSI, Antonio's average score increased to 71%, which continued to increase to 100% during the SSI/PPR condition and continued to hold steady at 92% during the maintenance phase. During baseline, Antonio generalized the skill an average of .05 times per session, increasing to an average of 1.2 times during the SSI, SSI/PPR and maintenance conditions.

<center>Brianna</center>

Following Directions

Baseline. For acquisition of the skill *How to Follow Directions,* Brianna scored 12.5% for each data session, resulting in an average of 12.5%. Clearly the trend was stable. For generalization, she did not use the skill at all, again demonstrating a stable trend with a mean of 0 and no variability.
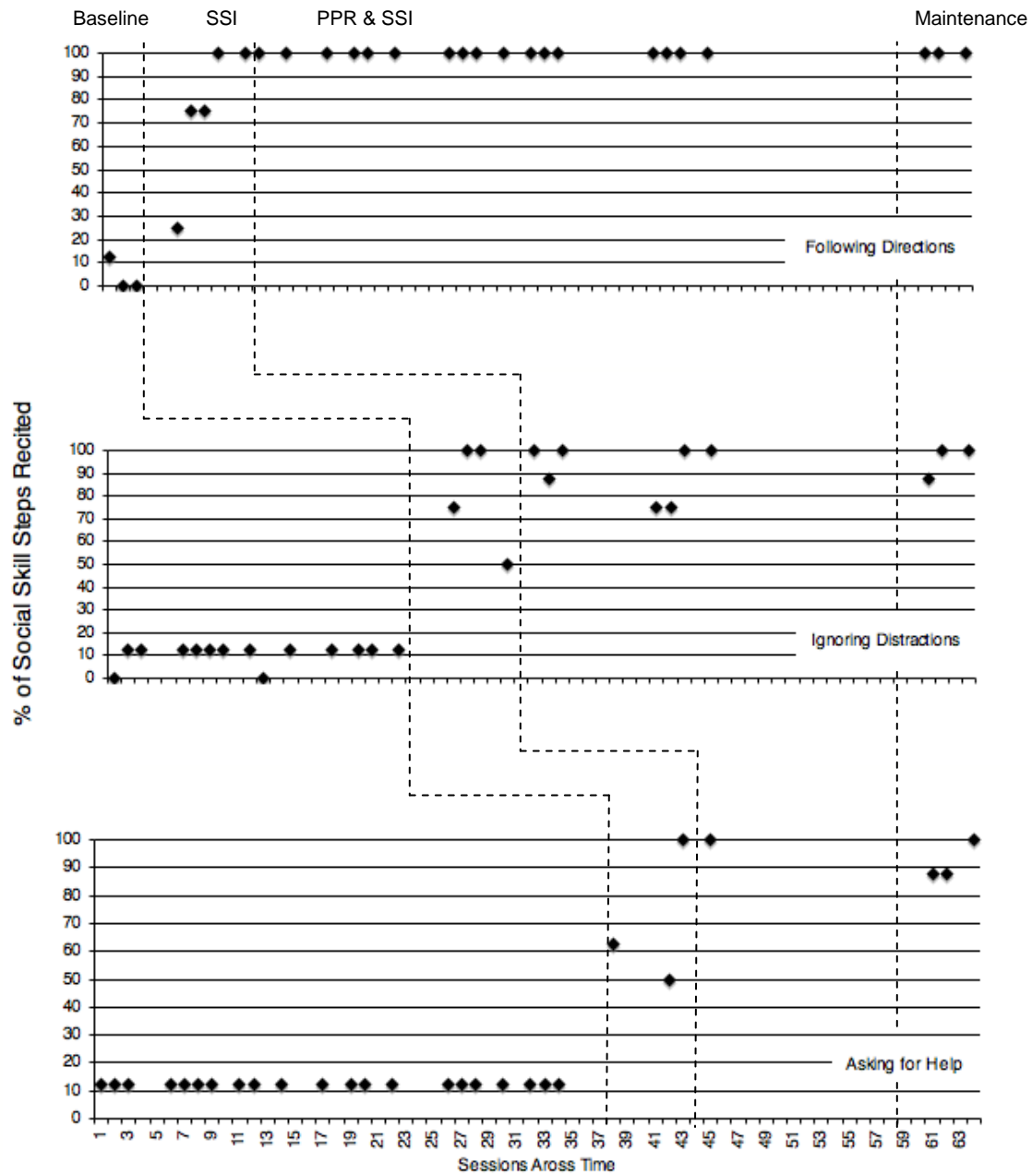
Figure 3. Percentage of acquisition of all three skills for Antonio from spot-checks.
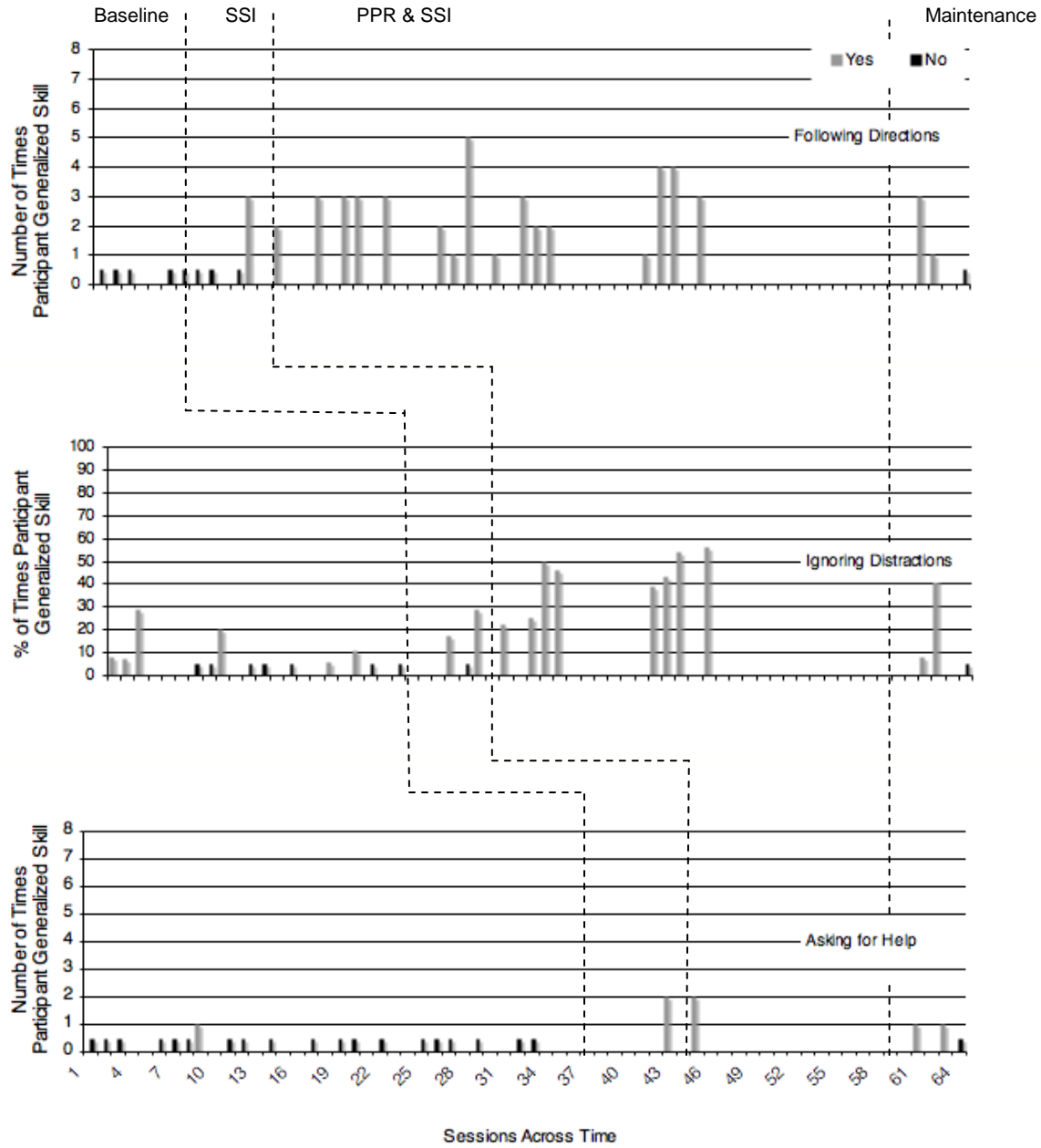
Figure 4. Amount of times Antonio used all three skills across generalization settings.

Social skill instruction (SSI). For acquisition, Brianna demonstrated a range of 12.5% to 100%. Her mean score was 73%. Out of four data points, three of Brianna's scores were within a range of 38 percentage points from the mean. The most extreme data point was 12.5%, which was 60 percentage points from the mean. The data path showed an increasing trend. Generalization data were collected over four data sessions. For all data sessions, Brianna demonstrated use of the skill an average of 0.8 times. She used the skill 0 to 1 time per session but never more then once per session during the SSI condition. Her data path indicated a stable trend and three out of four of her data points were within 20 percentage points from the mean. She had one data point of 0, which was 80 percentage points from the mean.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, Brianna demonstrated perfect knowledge of the skill, scoring 100% for each session with no variability. For generalization, data were collected for 21 sessions where she demonstrated use of the skill 2.8 times across all sessions. The range for these data was 0 to 7. Out of these 21 data sessions, 20 of Brianna's data points were within 32 percentage points from the mean. One data point, 7, was 60 percentage points from the mean. Overall, the data path indicated an increasing trend.

Maintenance. For acquisition, Brianna continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, she also demonstrated a use of the skill 4 times per each session with no variability.

For acquisition of the skill, Brianna scored 12.5% for all data sessions during baseline, which then increased to an average of 73% during SSI and an average of 100% during the SSI/PPR and maintenance conditions. Brianna did not demonstrate generalization of the skill during the baseline condition; however, during SSI, she used the skill an average of 0.8 times. Her use of the skill then increased to 2.8 times per session during SSI/PPR and it continued to

increase to an average of 4 times per session during the maintenance phase. In other words, Brianna's use of the skill doubled during SSI/PPR and then again during the maintenance conditions.

Ignoring Distractions

Baseline. For acquisition of the skill *How to Ignore Distractions,* Brianna scored in a range of 12.5% to 38% for all data sessions with a mean score of 16%. The trend was stable and 13 out of 14 points were within 13 percentage points of the mean. The other point was 38% and was within 21 percentage points from the mean. Generalization data were collected over 17 data sessions. For all data sessions, Brianna ignored distractions an average of 16% of the time. The range for ignoring distractions was 0% to 60% of the time. There was a descending baseline before the next condition was introduced. All data were within a range of 25 percentage points from the mean.

Social skill instruction. For acquisition, Brianna scored in a range of 12.5% to 100%. Her mean score was 89% for all data sessions with an increasing and then stable trend. During this condition, 16 out of 18 her data points were within 11 percentage points from the mean. The two most extreme data points were 12.5% and 50%, which were, respectively, 76 percentage points and 39 percentage points from the mean. Generalization data were collected over 14 data sessions. For all data sessions, Brianna ignored distractions an average of 54% of the time, with a range of 0–100 % of the time. During this condition, 16 out of her 18 data points were within 34 percentage points from the mean. The two most extreme data points were 0% and 100%, which were 54 and 46 percentage points, respectively, from the mean. Overall there was an increasing trend.

Maintenance. For acquisition, Brianna continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, she ignored distractions an average of 55% of the time across all three sessions, in a range of 20–75%. All data points were within 35 percentage points of the mean. The trend for this data path was decreasing.

For acquisition during baseline, Brianna scored an average 16% across all data sessions. During the SSI/PPR condition, she scored an average of 89% across all data sessions, which increased to a stable score of 100% during maintenance. During baseline, Brianna ignored distractions an average of 16% of the time when generalization data were collected. During SSI, this increased to an average of 54% of the time, which continued to increase to 55% during baseline. Brianna's ignoring distractions increased 39% more during SSI and maintenance than it had been during baseline.

Asking For Help

Baseline. For acquisition of the skill *How to Ask for Help,* Brianna scored in a range of 12.5% to 25% resulting in an average of 14% across all data sessions. The trend was stable. Brianna's data were within a range of 11 percentage points from the mean. Generalization data were collected over 22 data sessions. Brianna demonstrated the skill an average of 1.4 times across all sessions with a range of 0 to 4 times. During baseline, 13 out of 14 data points were within a range of 37 percentage points from the mean. The most extreme variable was 7, which was 62 percentage points from the mean. The generalization data path appeared to be ascending but had then descended before the SSI condition was implemented.

Social skill instruction (SSI). For acquisition, Brianna demonstrated a range of 63% to 100%. Her mean score was 94%. Brianna's data path showed a stable trend after the first data point. All her data points were within 31 percentage points of the mean including two out of

three within 6 percentage points of the mean. Generalization data were collected over six data sessions. For all data sessions, Brianna demonstrated use of the skill an average of 2 times per session. She used the skill in a range of 1 to 5 times per session. Four out of five of her data points were within a range a 6 percentage points from the mean. The most extreme data point, 5, was 36 percentage points from the mean with a slight increase in trend.

Maintenance. For acquisition, Brianna continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, only one data session out of three presented opportunities to use this skill. During the one opportunity presented, Brianna used the skill 4 times.

For acquisition, Brianna scored an average of 14% across all data sessions. During the next condition, SSI, Brianna's score increased to an average of 94% and then a stable score of 100% during the maintenance phase across all sessions. During baseline, Brianna generalized the skill an average of 1.4 times per session. During SSI, she used the skill an average of 2 times per session across all data points. The use of this skill then doubled to four times during maintenance. Brianna's use of this skill increased to 0.6 times more per session during the SSI condition than during baseline.

<div align="center">Nathan</div>

Following Directions

Baseline. For acquisition of the skill *How to Follow Directions,* Nathan scored 0% for each data session, which is clearly a flat and steady path. For generalization, Nathan demonstrated the skill an average of 0.7 times across all sessions with a range of 0 to 1 time. Two of three data points were within a range of 33 percentage points from the mean. The most
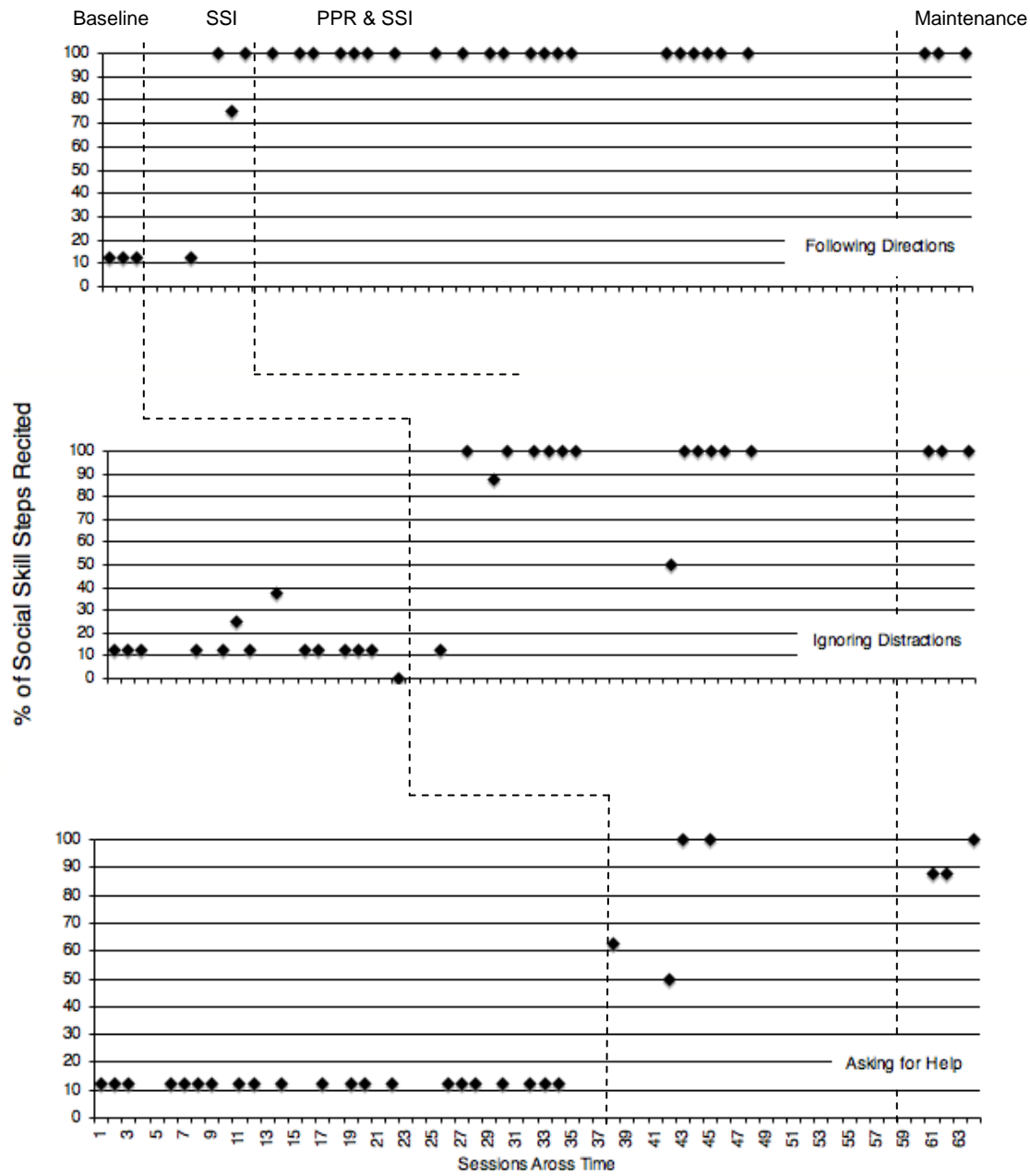
Figure 5. Percentage of acquisition of all three skills for Brianna from spot-checks.
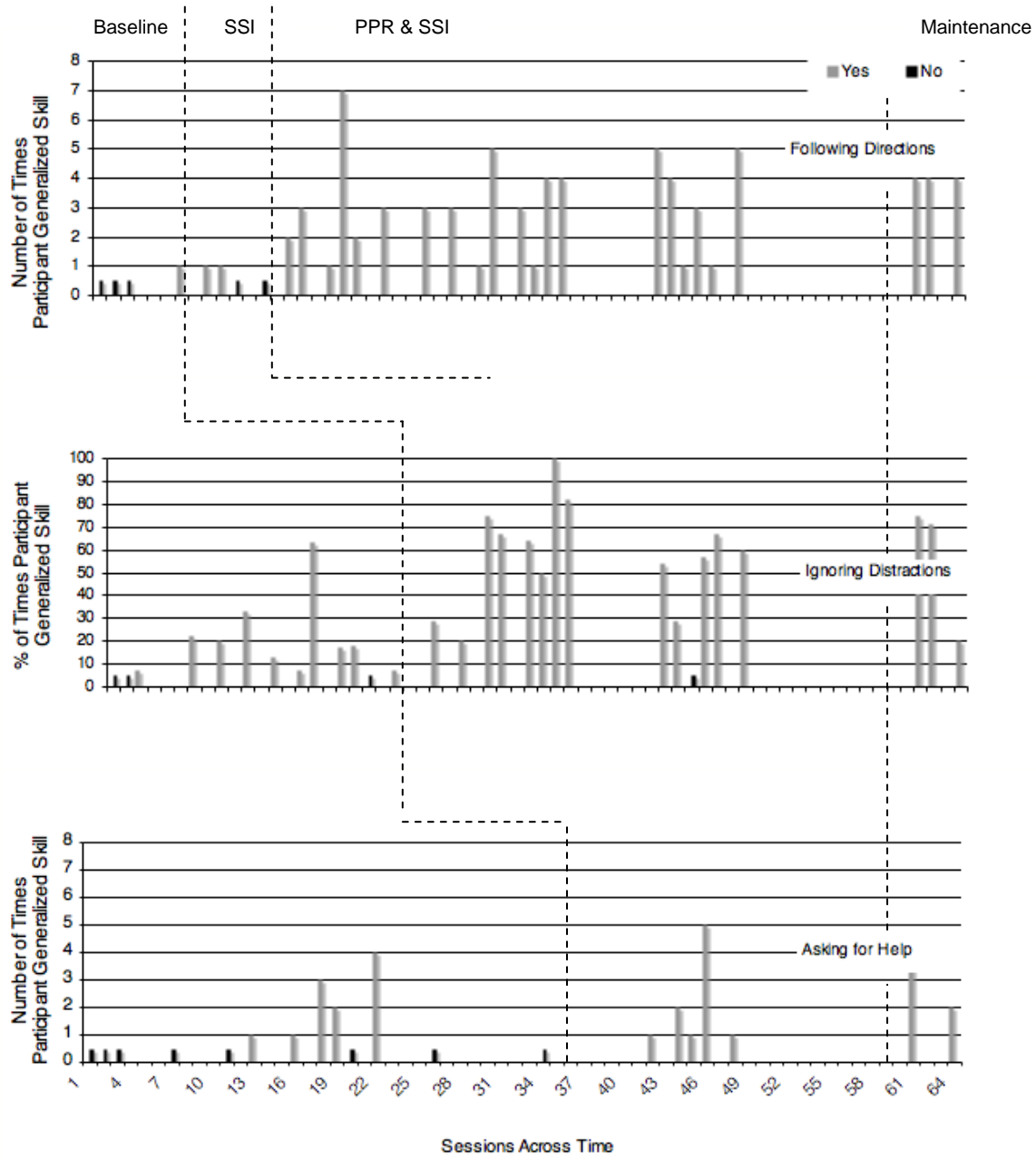
Figure 6. Amount of times Brianna used all three skills across generalization settings.

extreme score, 1, was 67 percentage points from the mean. The generalization data path appeared to be stable.

Social skill instruction (SSI). For acquisition, Nathan demonstrated a range of 75% to 100% and his mean score was 94%. Nathan's scores were all within a range of 19 percentage points from the mean. The data path showed an increasing trend that ultimately became a flat trend. Generalization data were collected over four data sessions. For all data sessions, Nathan demonstrated use of the skill an average of 0.3 times. He used the skill 0 to 1 time per session but never more then once per session during the SSI condition. His data path indicated a stable trend and three out of four of his data points were within 24 percentage points from the mean. The most extreme data point, 1, was 44 percentage points from the mean.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, Nathan demonstrated perfect knowledge of the skill, scoring 100% for each session with no variability. For generalization, data were collected for 21 sessions, in which he demonstrated use of the skill an average of 2.8 times across all sessions. The range for these data was 0 to 5. Out of these 21 data sessions, 19 of Nathan's data points were within 10 percentage points from the mean. The most extreme data point, 4, was 30 percentage points from the mean. Overall, the data path indicated an increasing trend.

Maintenance. For acquisition, Nathan continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, he demonstrated use of the skill an average of 0 .7 times per each session, a decreasing trend from the previous condition. Out of these three data sessions, all of Nathan's data points were within 35 percentage points from the mean.

For acquisition of the skill, Nathan scored 0% for all data sessions during baseline, which then increased to an average of 94% during SSI and an average of 100% during the SSI/PPR and maintenance conditions. Nathan's average use of the skills decreased from 0.7 to 0.3 times across baseline and the SSI conditions. However, his use of the skill then increased to 2.8 times per session during the SSI/PPR condition. During maintenance, Nathan's use of this skill decreased again to an average of 0.7 times per session, which was the same average use of this skill he showed during the baseline condition.

Ignoring Distractions

Baseline. For acquisition of the skill *How to Ignore Distractions,* Nathan scored in a range of 0–12.5% for all data sessions with a mean score of 11%. The trend was stable as 14 out of 15 points were 1 percentage point from the mean. The most extreme data point was 0%, which was 11 percentage points from the mean. Generalization data were collected over 15 data sessions. For all data sessions, Nathan ignored distractions an average of 8% of the time. The range of ignoring distractions was 0–40% of the time. The data path first increased but then changed to a decreasing trend line. Out of 15 data sessions, 14 of Nathan's data points were within 12 percentage points from the mean. The most extreme point, 40%, was 32 percentage points from the mean.

Social skill instruction. For acquisition, Nathan scored in a range of 75% to 100%. His mean score was 94% for all data sessions—indicating a fairly stable data path. During this condition, three out of four of his data points were within 6 percentage points from the mean with the most extreme data point being 75%, which was 19 percentage points from the mean. Generalization data were also collected over four data sessions. For all generalization data points, Nathan ignored distractions an average of 14%, with a range of 0–33%, of the time, and

all of these data points were within 19 percentage points from the mean. Overall there was an increasing trend.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, Nathan scored a range of 75% to 100% with a mean of 94%. During this condition, nine out of ten data points were within a range of 6 percentage points from the mean. The most extreme data point was 75%, which was 19 percentage points from the mean. For generalization, data were collected for 10 sessions, in which he ignored distractions for a range of 6% to 80%, and a mean of 45%, of the time. Out of these 10 data sessions, all of Nathan's data points were within 39 percentage points from the mean. Overall, the data path indicated an increasing trend.

Maintenance. For acquisition, Nathan continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, he ignored distractions an average of 27% across all three sessions in a range of 20% to 33%. All data points were within 7 percentage points of the mean. The trend for this data path was fairly stable.

For acquisition Nathan scored an average 11% across all data sessions during baseline, which then increased to an average of 94% during the SSI and the SSI/PPR condition and remained stable at 100% during maintenance. Nathan's generalization data increased from 8% to 45% across baseline and the SSI conditions. His data path then decreased from 45% to 27% during the baseline condition. Nathan ignored distractions 37% more during the SSI/PPR condition then he had during the baseline condition and, although the data path descends, he ignored distractions 19% more during the maintenance condition then he did during the baseline condition.

Asking For Help

   Baseline. For acquisition of the skill *How to Ask for Help,* Nathan scored a range of 0–

50% resulting in an average of 25% across all data sessions. The trend was stable. Out of 20 data

points, 18 were 0 percentage points from the mean. The two most extreme data points were 0%

and 50%, which were 25 percentage points from the mean. Generalization data were collected

over 19 data sessions. Nathan demonstrated the skill an average of 0.6 times across all sessions

with the range for these data between 0 and 2 times. Seventeen of the 19 data points were within

a range of 20 percentage points from the mean. The two most extreme points were 0 and 2,

which were both 70 percentage points from the mean. The generalization data path appeared to

be ascending but then descended before the SSI condition was implemented.

   Social skill instruction (SSI). For acquisition, Nathan demonstrated a perfect knowledge

of the skill, scoring 100% for each session with a mean score of 100%. For generalization, only

two data sessions out of three presented opportunities to use this skill. For both of these data

sessions, Nathan demonstrated use of the skill an average of 2 times per session. He used the

skill in a range of 1 to 3 times per session. All his data were within a 33 percentage points from

the mean.

   Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, Nathan

demonstrated perfect knowledge of the skill, scoring 100% for each session. For generalization,

data were collected for three sessions, in which he demonstrated use of the skill 4 times across all

sessions with an average of 1.3 across all data sessions. Nathan used the skill 1 to 2 times per

session. All of Nathan's data points were within 35 percentage points from the mean with an

increase in trend.

Maintenance. For acquisition, Nathan continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, Nathan's data ranged from 1 to 5 with an average of 2.7 times. Two out of three of Nathan's data points were within 46 percentage points from the mean. The most extreme data point, 1, was 54 percentage points from the mean and the data path indicated a stable trend.

For acquisition, during baseline, Nathan scored an average of 25% across all data sessions. During the next conditions of SSI, SSI/PPR, and maintenance, his data increased to a stable score of 100% across all sessions. During baseline, Nathan generalized the skill an average of 0.6 times per session which then increased to an average of 2 times per session during SSI, SSI/PPR, and maintenance conditions. Nathan's use of this skill increased 1.4 times more per session during the SSI, SSI/PPR, and maintenance conditions than during the baseline condition.

Collective Average Scores

In the ensuing paragraphs the combined ranges, average scores and variability of the average scores of all four participants are presented. These average scores were calculated for each session in which data were collected. This is done to present data from all participants collectively across skills and conditions in order to see an overall trend in the acquisition and generalization of these skills.

Following Directions

Baseline. For acquisition of the skill *How to Follow Directions,* the average score of all participants was 7% for all data sessions with a range of 6% to 9%. All scores were within a range of 7 percentage points from the mean. For generalization, participants demonstrated the skill an average of 0.3 times across all sessions with a range of 0 to 0.5. Two of three data points
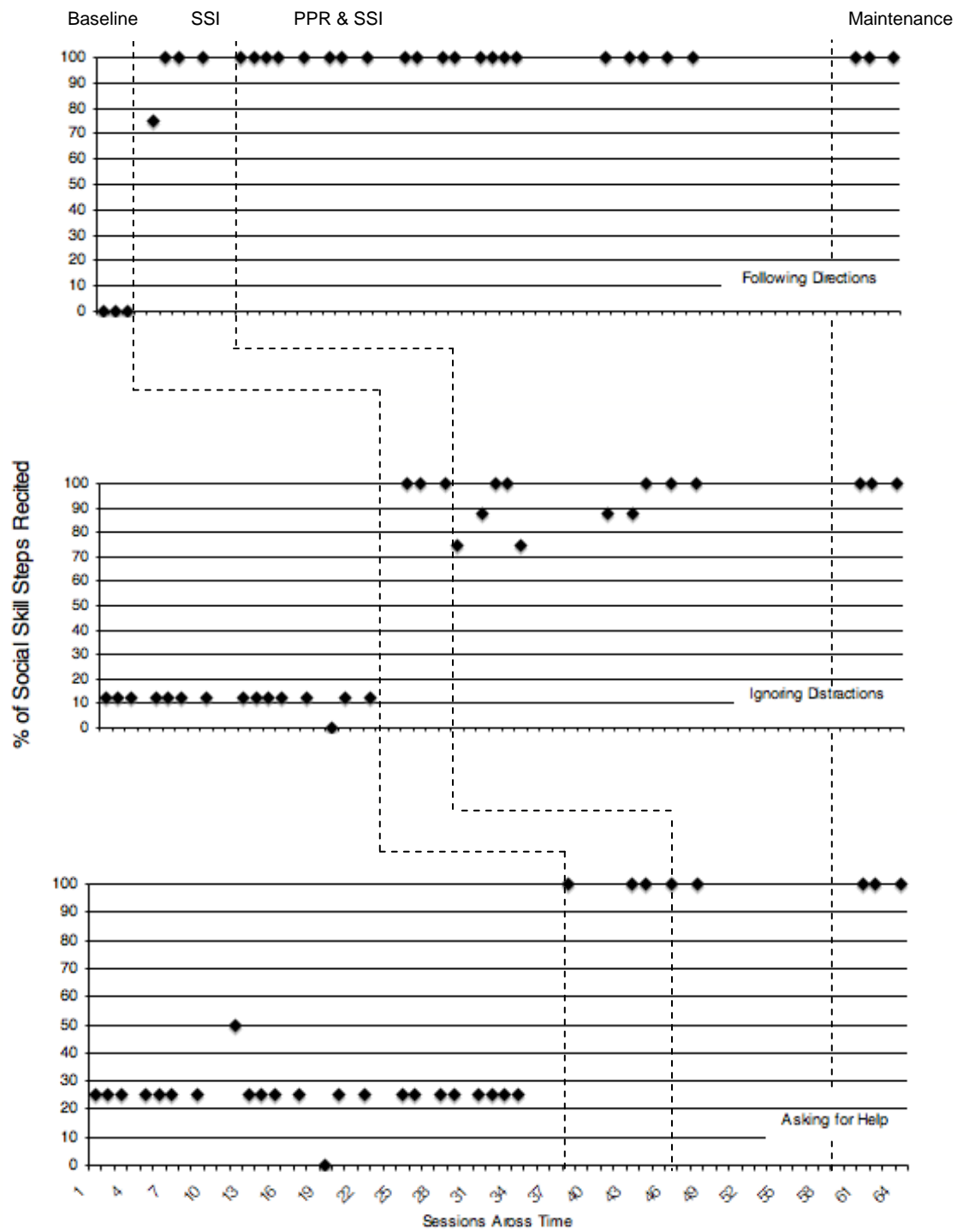
Figure 7. Percentage of acquisition of all three skills for Nathan from spot-checks.
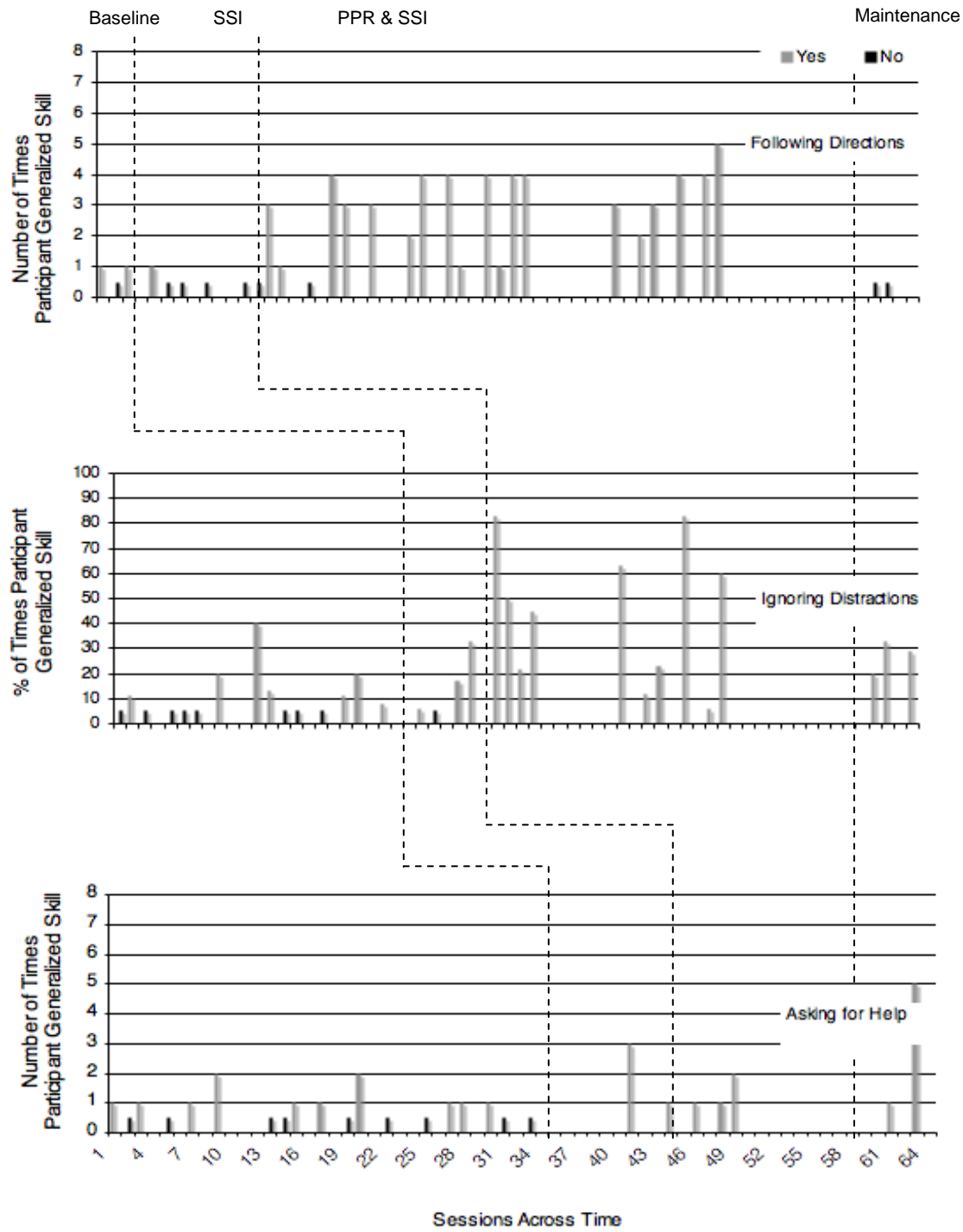
Figure 8. Amount of times Nathan used all three skills across generalization settings.

were within 40 percentage points from the mean. The most extreme score, 0, was 60 percentage points from the mean.

Social skill instruction (SSI). For acquisition, the average score of all participants was 85% with a range of 73% to 100%. The scores were all within a range of 15 percentage points from the mean. Generalization data were collected over seven data sessions and the participants demonstrated use of the skill an average of 0.6 times. They used the skill 0 to 1 time per session but never more then a mean of 0.8 times per session during the SSI condition. Six out of eight data points were within 20 percentage points from the mean with the two most extreme data points being 0, at 60 percentage points from the mean.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, all participants demonstrated perfect knowledge of the skill, scoring 100% for each session with no variability. For generalization, data were collected for 30 sessions, in which they demonstrated an average 2.6 times of using the skill across all sessions. The range for these data was 0 to 5. Out of these 30 data sessions, 29 of the data points were within 48 percentage points from the mean. The most extreme data point, 0, was 52 percentage points from the mean.

Maintenance. For acquisition, the participants continued to demonstrate a perfect knowledge of the skill, scoring 100% for each session. For generalization, they demonstrated use of the skill an average of 2 times per each session in a range of 1.7 to 2. All of the data points were within 17 percentage points from the mean.

For acquisition of the skill, the mean score of all participants was an average of 7% for all data sessions during baseline, which then increased to an average of 85% during SSI and an average of 100% during the SSI/PPR and maintenance conditions. The participants' average use of the skill increased from 0.3 to 0.6 times across baseline and the SSI conditions. Their use of

the skill continued to increase to an average of 2.6 times per session during the SSI/PPR

condition. During maintenance, the mean use of this skill decreased to an average of 2 times per

session, which was still a significant increase of this skill from the baseline condition.

Brianna and Antonio's acquisition of the skill did not stabilize at 100% until the SSI/PPR

condition had been introduced. All four participants demonstrated a low percentage of

acquisition until the SSI condition had been introduced, but their acquisition of the skill then

increased to 100% throughout the SSI/PPR and maintenance conditions. For generalization

during baseline, Brianna and Antonio did not demonstrate use of the skill and Dominic and

Nathan demonstrated the skill no more than once. Only Brianna and Dominic demonstrated an

increased use of the skill when the SSI condition was introduced. However, all four participants'

use of the skill increased once the SSI/PPR condition was introduced. For Dominic, Antonio and

Nathan, use of the skill decreased during the maintenance condition; however, Brianna's use of

the skill continued to increase during this condition.

Ignoring Distractions

Baseline. For acquisition of the skill *How to Ignore Distractions,* the mean of all

participants' scores ranged from 10% to 25% for all data sessions, with an average score of 14%.

All data points were within 4 percentage points from the mean. Generalization data were

collected over 21 data sessions during which participants were observed as ignoring distractions

an average of 12% of the time. The range of ignoring distractions was 0–63% of the time. Out of

21 data sessions, 20 of the data points were within 7 percentage points from the mean. The most

extreme point, 63%, was 32 percentage points from the mean.

Social skill instruction. For acquisition, participants scored in a range of 56% to 100%

with a mean score of 84% for all data sessions. During this condition, five out of the six points

were within 16 percentage points from the mean with the most extreme data point being 56%, which was 28 percentage points from the mean. Generalization data were also collected over six data sessions and participants ignored distractions an average of 31% with a range of 25–54% of the time. Out of six data points, five were within 14 percentage points from the mean. The most extreme data point, 54%, was 23 percentage points from the mean.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, the mean score for all participants ranged from 75% to 100% with a mean of 97%. During this condition, 14 out of 16 data points were within a range of 4 percentage points from the mean. The most extreme data points, 88% and 75%, were within 18 percentage points from the mean. For generalization, data were collected for 16 sessions, in which they ignored distractions for a range of 12% to 82% and a mean of 52%. Out of these 16 data sessions, 14 of the data points were within 30 percentage points from the mean. The most extreme data point, 12% was 40 percentage points from the mean.

Maintenance. For acquisition, the mean score for all participants ranged from 98% to 100% with a mean of 99%. During this condition, all data points were within a range of 1 percentage point from the mean. For generalization, participants ignored distractions an average of 30% across all three sessions in a range of 17% to 45%; all data points were within 15 percentage points of the mean. For acquisition, participants scored an average 14% across all data sessions during baseline, which then increased to an average of 84% and then 97% during the SSI and the SSI/PPR condition, respectively, and continued to increase to 99% during maintenance. Participants' generalization data increased from 12% to 31% across baseline and the SSI conditions. Their data path then continued to increase to 52% during the SSI/PPR condition and then decreased to 30% during the maintenance condition. Participants ignored

distractions 40% more during the SSI/PPR condition than they had during the baseline condition. Although the data decreased during this phase, the participants still ignored distractions 18% more during the maintenance condition then they did during the baseline condition.

All four participants demonstrated an increase in acquisition of the skill from baseline to the SSI, SSI/PPR and maintenance conditions. Dominic's and Nathan's acquisition data were the most stable. For generalization, all four participants' skills showed an increase of trend across the SSI and SSI/PPR conditions. For Antonio, Dominic, and Nathan, the percentage of ignoring distractions decreased during maintenance; however all of their scores were still a higher percentage during this condition then during the baseline condition. Brianna's data were fairly stable (55% to 56%) from SSI condition to the maintenance condition; however the data path demonstrated a decreasing trend during the maintenance condition.

Asking For Help

Baseline. For acquisition of the skill *How to Ask for Help,* participants' mean score ranged from 10% to 19%, resulting in an average of 16% across all data sessions. All data points were within 6 percentage points from the mean. Generalization data were collected over 31 data sessions. The participants demonstrated the skill an average of 0.6 times across all sessions with the range for these data being between 0 and 3 times. Twenty-nine of the 31 data points were within a range of 50 percentage points from the mean. The two most extreme points where both 3, at 80 percentage points from the mean.

Social skill instruction (SSI). For acquisition, the participants' scores ranged from 12.5% to 100% resulting in an average of 74% across all data sessions. Five of the six data points were within 26 percentage points from the mean. The most extreme data point, 12.5%, was 62 percentage points from the mean. For generalization, participants demonstrated use of the skill

an average of 1.8 times per session with a range of 1.5 to 2.5 times per session, Four out of five

of the data sessions were within 12 percentage points from the mean and the most extreme data

point, 2.5, was 28 percentage points from the mean.

Social skill instruction (SSI) and positive peer reporting (PPR). For acquisition, all

participants demonstrated perfect knowledge of the skill, scoring 100% for each session. For

generalization, data were collected for four sessions, in which they demonstrated use of the skill

for a range of 1 to 3 times with an average use of the skill of 1.8. Out of four data points, three

were within 17 percentage points from the mean with the most extreme data point being 3, which

was 40 percentage points from the mean.

Maintenance. For acquisition, the participants' scores ranged from 98% to 100%

resulting in an average of 98% across all data sessions. All data points were within 2 percentage

points from the mean. For generalization, participants' data ranged from 1 to 3 with an average

of 2.1 times, and all of the data points were within 37 percentage points from the mean.

During baseline, mean scores for the participants' acquisition of the skills averaged of

16% across all data sessions, which then increased to an average of 74% and then 100% during

the SSI and the SSI/PPR condition, respectively, and stabilized at an average of 98% during

maintenance. During baseline, participants generalized the skill an average of 0.6 times per

session, which then increased to an average of 1.8 times per session during the SSI and SSI/PPR

conditions and continued to increase to 2.1 during the maintenance condition. Overall, the mean

scores for the participants indicated that their use of this skill increased an average of 1.6 times

more per session during the SSI and SSI/PPR conditions and 1.5 times more during the

maintenance condition than during the baseline condition.

All four participants demonstrated an increase in acquisition of the skill from baseline to the SSI, SSI/PPR and maintenance conditions. Brianna's, Dominic's, and Nathan's acquisition data were the most stable throughout the SSI, SSI/PPR, and maintenance conditions. For generalization, Dominic, Brianna, and Antonio's skills showed an increase of trend across the SSI and SSI/PPR conditions. Nathan was the only participant whose average use of skill during SSI was higher than his average use of the skill during the SSI/PPR condition. However, his data path still indicated an overall increase in trend across all four conditions. Antonio's and Dominic's demonstration of the skill decreased during maintenance, however Brianna's and Nathan's use of the skill continued to increase. In general, even with fewer data points, all four participants' data paths showed an increasing trend during the SSI and SSI/PPR conditions. All four participants demonstrated a low percentage of acquisition of all three skills during baseline. Participants' acquisition stabilized at 100% for the skills *Following Directions* and *Asking for Help* during the SSI/PPR condition, but remained fairly unstable for *Ignoring Distractions,* although this skill still continued to be at a high percentage. *Following Directions* was the only skill that stabilized at 100% across all of the SSI, SSI/PPR and maintenance conditions; however, all skills increased to a high percentage throughout the last three conditions. Three out of four participants maintained 100% across all three skills during the maintenance condition.

For generalization, participants showed little or no use of the skills *Following Directions* and *Ignoring Distractions* during the baseline condition. For all three skills, participants' data paths demonstrated an increase trend across the SSI and SS/PPR conditions and two out of four participants' use of the skill decreased during maintenance. Across the implementation of the SSI and SSI/PPR conditions, the data indicated a greater increase for the skills *Following Directions*

75
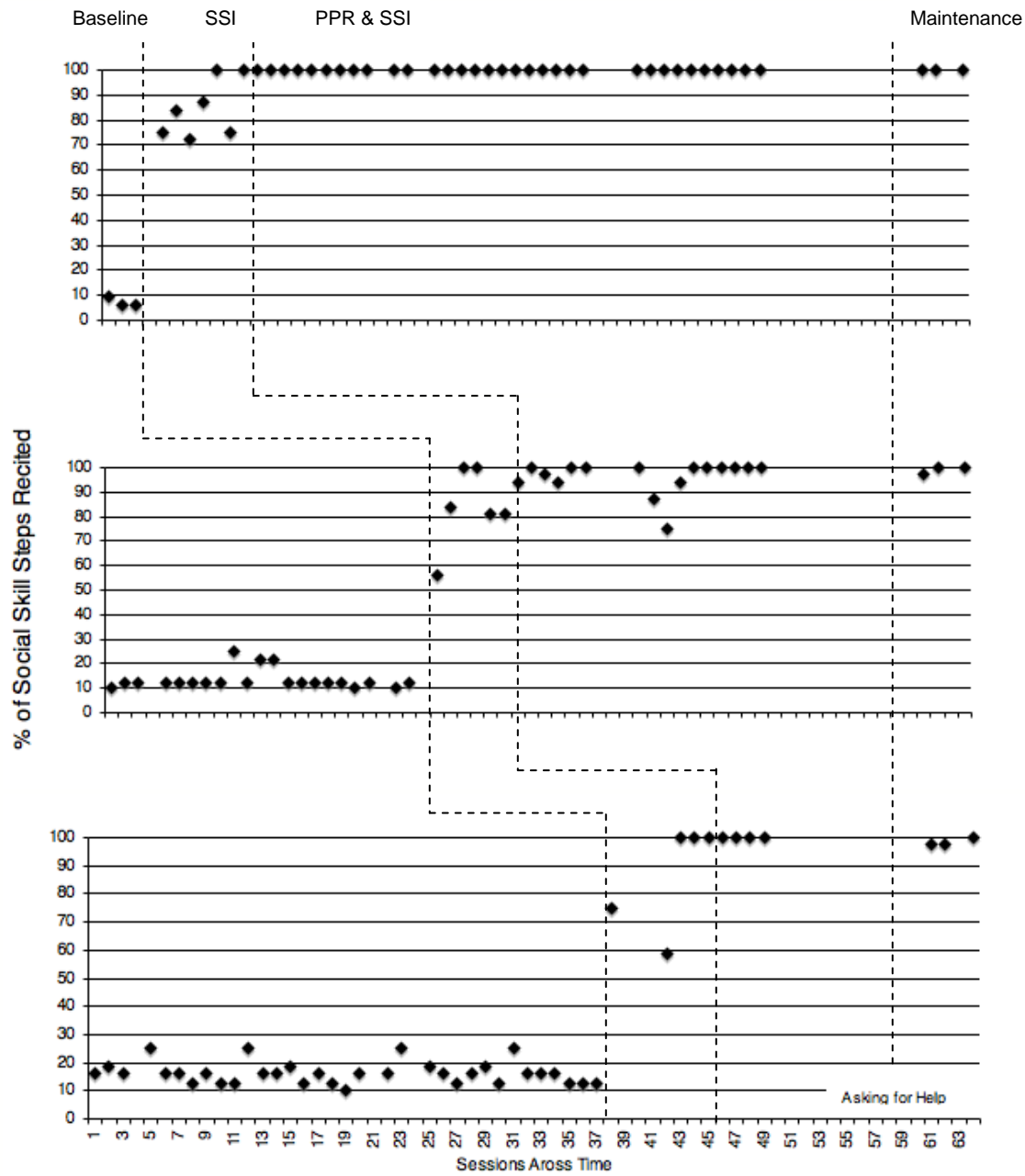
Figure 9. Percentage of collective average scores for acquisition of all three skills for all three participants from spot-checks.
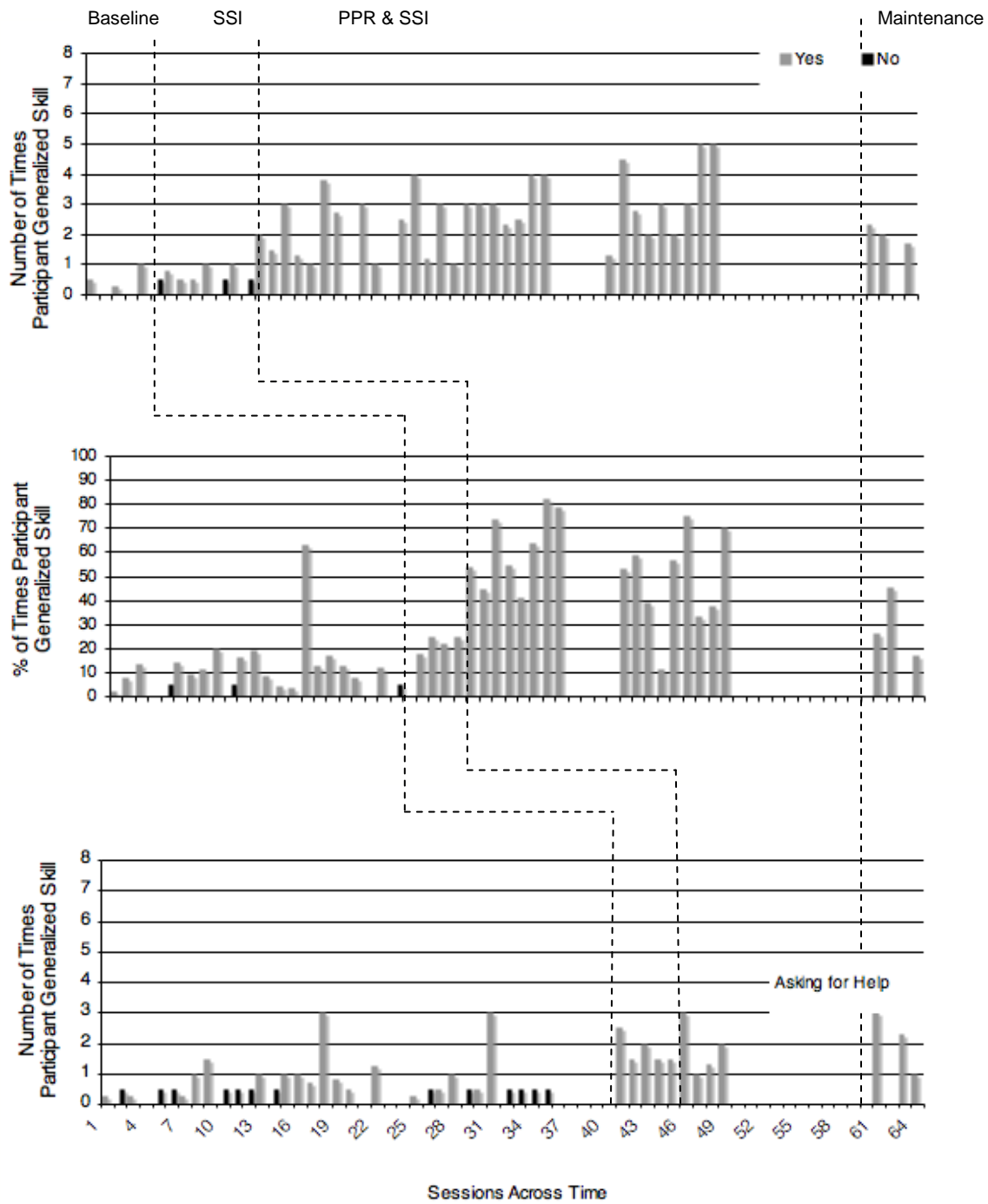
Figure 10. Collective average amount of times all participants used all three skills across generalization settings.

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and *Ignoring Distractions* than for *Asking for Help;* however, there was an increase in the data

for all three skills.

<div align="center">Social Validity Results</div>

Social validity was measured to find the acceptability of the outcome of the treatment by

way of a Likert-type scale questionnaire (see Appendix K). There were three different

questionnaires, one for parents, one for teachers, and one for the participants (target students and

their peers). These individuals marked the statement as one of the following: "agree," "not sure,"

and "disagree." More information on how the data were collected can be found in the Methods

section.

Target students. All target students agreed that they liked the social skill lessons and the

books, and that the lessons helped them with their schoolwork. Three out of four said they liked

doing the role-plays. All four of the target students agreed that knowing they might get praised,

they worked harder on doing the right thing, felt better about themselves when praised, and

would like to do PPR all of the time. Only one student said that he or she did not like to praise

friends, but all four participants liked being praised by their friends.

Peers. The target students also all agreed that they liked the social skill lessons and liked

the books. Two of the peers said they thought the social skill lessons helped them with their

schoolwork and, with the exception of one student, they all would like to receive more lessons.

Three out of four of the students said they were unsure whether or not they liked doing the role-

plays, but three of them also agreed the social skills helped them with their feelings. All four of

the peers agreed that knowing they might get praised they worked harder on doing the right

thing, felt better about themselves when praised, and would like to do PPR all of the time. All of

the target students agreed that they liked being praised by their friends.

Table 9

Participants and Peers' Social Skills Instruction (SSI) Social Validity Questionnaire Results

Participants			
Question	Disagree	Not Sure	Agree
Liked the social skill lessons	–	–	4
Liked the books			4
Liked doing the role-plays	–	1	3
Social skills lessons helped with my schoolwork	–	–	4
Social skill lessons helped with my feelings	–	1	3
Would like to have more lessons like this	–	–	4

Peers			
Question	Disagree	Not Sure	Agree
Liked the social skill lessons	–	–	4
Liked the books	–	–	4
Liked doing the role-plays	–	3	1
Social skills lessons helped with my schoolwork	2	2	–
Social skill lessons helped with my feelings	–	1	3
Would like to have more lessons like this	1	–	3

Overall, it appeared that the target students and their peers all agreed that they liked the SSI and benefited from it. Target students agreed more than peers that SSI helped them in their schoolwork. They also reported liking the role-playing more than did their peers. The target

students and peers all agreed that they benefited from and liked PPR and would like to continue

doing it all the time. See Tables 9 and 10 for questionnaire results from participants and peers.

Table 10

Participants and Peers' Positive Peer Reporting (PPR) Social Validity Questionnaire Results

Participants			
Question	Disagree	Not Sure	Agree
Liked to praise friends	1	-	3
Index cards were helpful	-	1	3
Liked friends praising them	-	-	4
Knowing might get praised, worked harder on doing the right thing	-	-	4
Felt better about self when praised	-	-	4
Would like to do positive peer reporting all the time	-	-	4
Peers			
Question	Disagree	Not Sure	Agree
Liked to praise friends	-	1	3
Index cards were helpful	1	1	2
Liked friends praising them	-	1	3
Knowing might get praised, worked harder on doing the right thing	-	-	4
Felt better about self when praised	-	-	4
Would like to do positive peer reporting all the time	-	-	4

Table 11

Teachers' Social Validity Questionnaire Results

Question	Disagree	Not Sure	Agree
Time students were taken out of class for the intervention was beneficial	-	2	2
Students with behavior challenges applied the social skills during other times and in other places apart from the social skills lesson time	-	1	3
Would like the students to have more lessons like these if they were available	1	2	1
Positive peer report helped whole class practice appropriate social behaviors	-	3	1
Saw typically developing students apply social skills as a result of the lessons and positive peer reporting	-	4	-

Teachers. Three of the four teachers reported that the students with behavioral challenges applied the social skills during other times and in other places apart from the social skills lesson time. The remaining teacher reported being unsure of this information. All of the teachers indicated that they were unsure as to whether or not they saw typically developing students apply social skills as a result of the lessons and positive peer reporting. Two of the teachers reported that they were supportive of PPR and would like to continue it. In the comments section, one of the teachers stated that she thought that PPR in her classroom was too time intensive compared to the change of behavior she saw in her class and perhaps that the praise the class gave became too redundant. See Table 10 for questionnaire results from teachers.

Parents. Out of eight parents, seven reported that their children liked the lessons and would like to have more, that the lessons made a difference in how their child behaved, and that they would like their child to continue PPR at school. Two of the eight parents said that their

child did not talk about being praised at home and four out of eight said that their child did not

talk about praising others at home. One parent stated that they felt that SSI and PPR made a

bigger difference in their child's behavior at school than it did at home. In the comments section,

one parent reported that their child used the steps at home and that their child's favorite skill was

following directions. Two other parents wrote that their children enjoyed participating in the

social skills lessons. One parent even stated that the child has been seen praising his friends and

siblings often at home. See Table 11 for questionnaire results from parents.

In summary, all participants, peers, and parents seemed in favor of the SSI and PPR.

Most of the teachers found SSI to be effective and although two of the four teachers stated that

they struggled with PPR, none of the teachers disagreed that the time students were taken out of

class was beneficial or that students with behavior challenges applied the social skills across

various settings.

Table 12

Parents' Social Validity Questionnaire Results

Question	Disagree	Not Sure	Agree
Child used these skills at home	-	3	5
Child said s/he liked the lessons	-	1	7
Lessons helped child with his/her schoolwork	-	4	4
Lessons made a difference in how child behaved	-	2	6
Would like child to have more lessons	-	1	7
Child said they liked being praised, or talked at home about being praised	2	2	4
Child talked at home about praising others	4	1	3
Would like child to continue positive peer reporting at school	-	2	6

DISCUSSION

This study examined the effects of a social skills instruction (SSI) package and positive peer reporting (PPR) on the acquisition and generalization of social behavior of first and second grade students at risk for emotional and behavioral disorders (EBD). Additionally, the author sought to determine how teachers, parents, and students perceive SSI and PPR in relation to its effectiveness, appeal, and generalization across various settings.

The effects of this study were investigated with four different participants, across three different skills (*How to Follow Directions*, *How to Ignore Distractions*, and *How to Ask for Help*) during four different conditions (baseline, SSI, SSI/PPR, and maintenance) for both acquisition and generalization of each skill. The results indicated that the participants learned and recited the steps of each social skill. Additionally, the participants generalized the skills across multiple classroom settings during the treatment conditions. The results are represented through the data from each participant individually and through collective average scores.

The outcomes discussed above suggest that each participant's use of all three skills increased after implementing the treatment, indicating that there was a functional relationship between the independent and dependent variables. Therefore, it may be reasonable to conclude that SSI will produce an increased rate of acquisition of the skills *How to Follow Directions*, *How to Ignore Distractions* and *How to Ask for Help*. It may also be reasonable to conclude that an even more significant change occurs when PPR is combined with SSI.

Implications for Research and Practice

Gresham (2002) states that the purpose of a successful SST program is to promote skill acquisition, enhance skill performance, reduce/eliminate competing problem behaviors, and facilitate generalization and maintenance of social skills. Participants acquired and generalized

the skills across multiple settings in the classroom. This suggests that the treatment package was successful in helping students to acquire and generalize skills across various settings; however, participants didn't maintain the generalization of behaviors over time after the independent variables were withdrawn. Future research should investigate whether students will maintain the skills over time if PPR is left in place.

As identified by Landrum, Tankersley, and Kauffman (2003) and other researchers (Christensen, Young, & Marchant, 2004; Kamps, Kravits, Rauch, Kamps, & Chung, 2000; Kern, Hilt, & Gresham, 2004; Marchant, Solano, Fisher, Caldarella, Young, & Renshaw, 2007; Rudolph, 2005), strategies that are effective for SST include direct teaching of skills, providing opportunities to practice the skill, and reinforcing the desired skills. The SSI program was designed with the recommended SST strategies in mind. Specifically, SSI was developed to include bibliotherapy, direct instruction, and supporting activities that encouraged the participants to transfer the skills. The data showed that as participants received the SSI package they could recite the skills and began using them in the classroom setting. Participants still recited the skills accurately after receiving no intervention for two weeks. There has been little research done on the effectiveness of bibliotherapy as an intervention for social skills. Nonetheless, the outcomes from this study suggest that when paired with research-based social skills strategies, bibliotherapy can be an effective way to teach students social skills.

Various elements of bibliotherapy helps foster interpersonal problem solving by requiring students to monitor their own thoughts, interpret social cues, generate alternative responses, evaluate consequences, select and implement a response, and monitor the outcome of that choice (Cartledge & Kairie, 2001; Forgan, 2002; Heath, Sheen, Leavy, Young, & Money, 2005; Regan & Page, 2008; Smith & Dunic, 2004). As participants listened to the stories that were read in

conjunction with the social skills lesson plans, a change in the targeted behaviors was noted in the data. This change may have come from the participants' gaining insight on the specific problems and changing through understanding and motivation (Iaquinta & Hipsky, 2006; Sullivan & Strang, 2003). Although there is limited evidence supporting the effectiveness of bibliotherapy to teach social skills (Rives, Smith, & Staples, 2000; Shechtman, 2000; Stringer, Reynolds, & Simpson, 2003), this study supports and adds to what literature is available.

Planning for generalization when developing a treatment, such as a social skills program, is essential in order to promote an ongoing, positive change in students' behaviors (Maag, 2006; Rudolph, 2005; Smith & Giles, 2003). One means for promoting generalization is teaching skills that will be naturally reinforced by consequences in the environment. This is facilitated by choosing skills that are germane to the participants, their teachers, and their peers (Maag 2006, Stokes & Baer, 1977). In this study, the School Social Behavior Scales (SSBS) (Merrell, 1993) was selected as an evaluation tool for teachers to identify the social skills that the participants needed to develop. Because the skills identified were relevant to both the participants and teachers, it was observed that participants had multiple opportunities to use these acquired skills in the classroom and across other settings. This study adds to the literature by offering some evidence of student success when targeted skills are selected, taught, and reinforced.

Another generalization strategy is teaching key skills or behaviors that are most likely to generalize across multiple settings and stimuli (Stokes & Baer, 1977). During the intervention conditions, the participants used the skills across various classroom settings and in different forms or subsets of each skill. For example, the skill *Following Directions* was an expectation seen in the various settings; however, the expectation differed based on the setting and person. Specifically, directions in large group instruction were presented differently from when

individual instructions were delivered. The steps for *Ignoring Distractions* helped students to ignore loud noises in the hall, avoid participating in conversations with peers during work time, and playing with objects in their desks. The steps to *Asking for Help* assisted students in requesting help with schoolwork at their desk and to ask questions in large group setting. This study measured skills only in academic settings. Future research should investigate the generalization of skills in non-academic settings (e.g., specialty classes, recess, lunch).

The last aspect of generalization attended to in this study was assuring that the stimuli present in the SSI environment are present across the settings where it is desired that the behaviors transfer. For this study, peers and role-plays served as the "common stimuli" to facilitate generalization. Role-plays were developed by the researcher and used during the pull-out social skills sessions. These role-plays matched classroom situations by providing practice opportunities to help participants and peers prepare for the classroom situations they were likely to face.

Maag's (2006) review of social skills instruction underscores the value of using peers as a means to promote the transfer of social skills through entrapment. As a natural reinforcer across settings, peers play a strong role in helping targeted students to generalize appropriate social skills through peer praise, initiations, peer tutoring, and peer modeling (Gresham, 2002; Morrison & Jones, 2007; Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002). In this study, the peers provided a peer group context within the small group, which carried over from the pull-out class to the general education classroom. This occurred as peers modeled the skills appropriately during role-plays and classroom situations and gave verbal and visual reminders of using the skill (e.g., the peer might look at the participant and nod towards the teacher to remind

the participant to ignore distractions). Additionally, both the peers and participants praised each other for their use of the skills.

Another way in which peers were used in this study was with positive peer reporting (PPR). Positive peer reporting is designed to reinforce pro-social behaviors by having peers publicly acknowledge behaviors in the natural environment as long as target behaviors are specifically taught and reinforcement is directed specifically towards the target behavior (Gruenier, 2005; Hofstadter, 2007; Hood, 2006; Jones, Young, & Friman, 2000; 2006; Moroz & Jones, 2002; Skinner et al., 2002). In this study, as PPR was introduced, participants' use of each skill increased more than with SSI alone. This suggests that PPR can increase the generalization of these skills more than SSI can do alone. This also supports the generalization principle of presenting common stimuli (classroom peers) across various settings where it is desired to have the targeted behaviors occur (Stokes & Baer, 1977).

The acceptability and feasibility of PPR comes into question when analyzing the results from the teachers' social validity questionnaire. Two of the four teachers reported uncertainty about the effectiveness of PPR. One stated that she thought that PPR in her classroom was too time intensive compared to the change of behavior she saw in her class. She also indicated that the praise given by the peers became somewhat redundant. All of the teachers marked the "unsure" category on the social validity questionnaire in response to whether or not they had seen typically developing students apply social skills as a result of SSI and PPR. This may be an outgrowth of how the lesson plans were tailored to meet the individual participants' behaviors, as recommended by Maag (2005). In doing so, the needs of the class at large were overlooked. Future research should explore ways to make PPR more acceptable and feasible to teachers.

Additionally, researchers should consider methods of designing social skills instruction and implementing PPR so that they can meet the needs of an entire class.

Limitations and Recommendations

This study had other limitations. First, this intervention consisted of a packaged treatment. The components of the SSI package consisted of bibliotherapy, a social skills lesson plan developed around direct instruction, role-playing, memorization activities, and reviews. In the future, researchers could implement different components of this package to see whether components of this package may be effective alone or in different combinations.

Another limitation relates to the skill *Ignoring Distractions*. It is possible that the steps of the skill *Ignoring Distractions* were too long and complicated for the first grade students, who had a more difficult time acquiring and remembering the skill. For example, the step "Stay where you are" in *How to Ignore Distractions* is longer than any of the steps of *How to Follow Directions*. It was also observed that the first graders stumbled on the word "ignore" during the spot-checks. This suggests that creating steps that are developmentally appropriate for the identified student is essential. In this case, it would have been wise to simplify the steps to this skill.

The skill *Asking for Help* had the least amount of change during the generalization phase of the study. This could be a result of a variety of issues. First, this skill was noted to be used in the classroom more frequently during baseline than the other skills. Secondly, opportunities to use the skill each session were infrequent and highly variable. Third, because it was the last social skill taught to the participants, there was less time for the participants to practice and use it. In other words, there was insufficient time for students to start generalizing the skill before the conditions were withdrawn. Maag (2006) states that it is important to allow sufficient time for

skills to be learned and reinforced before moving on to other skills. Future research should investigate the generalization of this skill when students have sufficient time to learn, review, and be praised by peers as they use this skill.

One final limitation noted in this study is that general education teachers did not deliver the SSI in their own classroom. Although PPR, it is hypothesized, helped to facilitate the transfer of the social skills, teaching the skills in the general education classroom with the typically developing peers might promote even more significant generalization of the skills. Special education teachers, school psychologists, or other specialists are often selected to provide social skills instruction in pull-out settings. However, Gresham, Sugai and Horner (2001) state that in order to promote generalization and maintenance, teachers should instruct social skills within the natural setting using real-life examples where they can capitalize on incidental learning opportunities (classroom situations) and naturally occurring stimuli (such as interaction with peers). Therefore, future research should investigate the impact of including general education teachers as a part of delivering the SSI package.

Conclusion

In conclusion, this study demonstrated that four students, with or at-risk for EBD, in the first and second grade, produced an increased rate of the acquisition and generalization of the skills, *How to Follow Directions*, *How to Ignore Distractions*, and *How to Ask for Help* across various settings with the support of SSI and SSI paired with PPR. Researchers should continue to examine these SSI programs across other settings, with other populations, and in various contexts in order to increase students' social competence, which in turn may increase their social and academic success.

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Appendix A

Social Skills Instruction Lesson Plans

Social Skill Instructional Plan: How to Follow Directions

The Cat in the Hat. Dr. Seuss

Houghton Mifflin Company, Boston, MA

Grade level: 1st-2nd

Social Skill: How to Follow Directions

Lesson Design: Direct Instruction

Objective: Students will recite the steps of How to Follow Directions with 100% accuracy.

Anticipatory Set: This is a Story about the Cat in the Hat. How many of you have read about him before? Like Curious George, he sometimes can cause problems when he doesn't follow instructions. Let's read about what happens. Read the story to the class.

1. Input/Name and describe the skill or behavior: There are 4 steps in how to follow directions.

      A. Look at the person. (Look)

      B. Say 'O.K."

      C. Do the task immediately. (Do it fast)

      D. Check back, if necessary.

2. Give a reason the skill or behavior is important.

How to follow direction is an important skill because when we are listening to others we will know what to do on assignments or projects. Following directions the first time will help us to complete assignments because we are listening.

3. Model the skill or behavior:

a. I am the Cat in the Hat. I have just been told by the fish I need to leave because the children's mom is away. I should look at the fish (Step 1), Say "O.K.", (Step 2), and then quickly get my stuff and leave till a better day (Step 3) I should check in with the mom before I come back (Step 4). Discuss other ways to check back.

4. Check for understanding—practice:

A. Have the students repeat the steps aloud to a partner.

B. Help students memorize the steps by writing the steps on the board on erasing them step by step as the students continue to name them. Students could also write the steps on a piece of paper and draw a picture to go with each step.

C. Second Scenario:

The Fish told the children, after the cat in the hat brought out Thing 1 and Thing 2 out that the "Things" should not be in the house and to put them out. The children should have looked at the fish (Step 1) They should have said, "O.K." (Step 2) They should put them out quickly (Step 3). Then they should have told the fish that the "Things" were gone. (Step 4).

5. Guided practice/monitoring:

A. Students will act out role-plays as directed.

Role play #1

Thing 1 and Thing 2 started to fly their kites in the house. If the fish told them "Take the kites outside the house to fly them". The "Things" should have looked at the fish (Step 1), said, "O.K." and then right away brought the kites outside. (Step 3), They would not need to check back because the fish could see they weren't in the house (Step 4).

Role play #2

After the Cat in the Hat made a big mess, the fish told him to leave. What should he have done?

Looked at the fish (Step 1) Said, "O.K." (Step 2) gathered up his stuff and left (do the task

immediately) (Step 3). He didn't need to check back or could check back with the mom (Step 4).

Role play #3

Let's choose a direction that you might get in school today. Let's act it out. Lets say

that_____ is the teacher and _____is the student. The Teacher says, "Put your book away

and sit at the carpet." Student looks at the teacher (Step 1), nods (Step 2), Does it fast (Step 3),

and looks at the teacher to check back (Step 4).

Role play #4 (This can be made into multiple role-plays)

 Let's choose a direction that you might get in school today. Who can think of one? Let's act it

out. I will be the student and _____, you can be the teacher (adult). (Using the student's

scenario, help model the instruction using each step: 1. Look at the person, 2. Say 'O.K.", 3. Do

the task immediately, 4. Check back, if necessary.

6. Provide feedback and praise:

A. Wow! I really like how _____ stated the steps of how to follow directions.

B. I liked how _____ stated the steps with his partner.

7. Closure/plan future practice opportunities:

Teacher: You have done a fabulous job today showing that you know the steps of how to follow

directions. I really liked how you participated in the role plays. This week I will be watching you

to see if you can practice the steps that the cat in the hat and his friends learned. Your teacher

and friends in your class will also be watching. In your classes soon you get to earn points as a

class towards a class prize as you watch each other to see if you can follow these steps.

8. Independent practice:

Each of you has learned the steps of how to follow directions. When you have used these steps at school you need to tell me how you followed the directions. This might be when your teaching gives you some work to do, or asks your help on something. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

Social Skill Instructional Plan: How to Follow Directions

Curious George. Hans Augusto Rey

Scholastic Inc., New York, NY

Grade level: 1st-2nd

Social Skill: How to Follow Directions

Lesson Design: Direct Instruction

Objective: Students will recite the steps of How to Follow Directions with 100% accuracy.

Anticipatory Set: This is Curious George. How many of you have read about him before? Curious George is curious and so he brings upon himself many adventures. Let's read about some of them. Read the story to the class.

1. Input/Name and describe the skill or behavior:

Following directions can help us do our work correctly because we are listening to the other person.

      1. Look at the person. (Look)

      2. Say 'O.K."

      3. Do the task immediately. (Do it fast)

      4. Check back, if necessary.

2. Give a reason the skill or behavior is important.

Following directions is an important skill because when we are listening to others we will know what to do on assignments or projects. Following directions the first time will help us to complete assignments. When we follow directions, we also stay safe and out of trouble. There are 4 steps in how to follow directions.

3. Model the skill or behavior:

I am curious George. I have just been told that I am going to the zoo in a big city. The man says

to me to "Go play on the deck but stay off the railing". I looked at the man (Step 1), Then I said

"O.K.", (Step 2), then I went off to play (Step 3) doing it fast. I should have checked back (Step

4) with my owner so I wouldn't have gotten myself into so much trouble.

4. Check for understanding—practice:

A. Have the students repeat the steps aloud to a partner.

B. Help students memorize the steps by writing the steps on the board on erasing them step by

step as the students continue to name them. Students could also write the steps on a piece of

paper and draw a picture to go with each step.

C. Second Scenario:

While George was on the boat, he saw some sea gulls flying. George thought he could fly.

However, he couldn't fly and the sailors had to throw out a life belt to George. Did curious

George follow the directions from his owner? If the man in the yellow hat had said, "George,

when we're on the boat, you need to sit on your pockets on the seat." What should George do?

George should look at his owner (Step 1) Then, George should have said, "O.K." (Step 2)

George should stay on his seat (do it fast) (Step 3). George could check with the man in the

yellow hat to see if it is okay to leave his seat (Step 4).

5. Guided practice/monitoring:

A. Students will act out role-plays as directed.

Role play #1

George was fascinated by the man talking on the phone. As soon as the man left, George decides

to play with the telephone. Then George accidentally calls up the fire department. The firemen

rushed into the house, and there was no fire! Let's say the fireman said, "You need to come here so we can tell you why you can't call the fire station. What should George have done? Lets act it out. (He should have looked at the firemen) (Step 1) George should have said, "O.K." (Step 2) George should have walked up quickly to them (Step 3). Would he have needed to check back? (Step 4).

Role play #2

George saw a young girl buy a balloon. George felt he needed a red balloon as well. George tried to get a red balloon behind the man's back, and ended up with all the balloons, and started to float away. What if George had asked the man for a balloon and the balloon man said "Yes, but you need to give me 50 cents and let me tie the balloon to your wrist so it won't float away. What should George have done? George should have looked at the man (Step 1). George should have said, "O.K." George should have quickly gotten 50 cent (Step 3), if he didn't have the money, he should have checked back with the man with balloons to let him know (Step 4).

Role play #3

Let's choose a direction that you might get in school today. Let's act it out. Lets say that_____ is the teacher and _____is the student. The Teacher says, "Put your book away and line up." Student looks at the teacher (Step 1), nods (Step 2), puts her book away and walks to the door fast (Step 3), and looks at the teacher to check back (Step 4).

Role play #4 (This can be made into multiple role-plays)

Let's choose a direction that you might get in school today. Who can think of one? Let's act it out. I will be the student and _____, you can be the teacher (adult). (Using the student's scenario, help model the instruction using each step: 1. Look at the person, 2. Say 'O.K.', 3. Do the task immediately, 4. Check back, if necessary.

6. Provide feedback and praise:

A. Wow! I really like how _____ stated the steps of how to follow directions.

B. I liked how _____ stated the steps with his partner.

7. Closure/plan future practice opportunities:

Teacher: You have done a fabulous job today showing that you know the steps of how to follow directions. I really liked how you participated in the role-plays. This week I will be watching you to see if you can practice the steps that Curious George learned. Your teacher and friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.

8. Independent practice:

Each of you has learned the steps of how to follow directions. When you have used these steps at school you need to tell me how you followed the directions. This might be when your teaching gives you some work to do, or asks your help on something. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

Social Skill Instructional Plan: How to Ignore Distractions

A Splendid Friend Indeed. Suzanne Bloom

Boyds Mill Press Inc., Honesdale, PA

Grade level: 1st-2nd

Social Skill: How Ignore Distractions

Lesson Design: Direct Instruction

Objective: Students will recite the steps of How to Ignore Distractions with 100% accuracy.

Anticipatory Set: This is Bear. Bear wants to read, write and think but Goose wants to talk. Lets see what they do. Read the story to the class.

1. Input/Name and describe the skill or behavior:

Ignoring distractions is ignoring anything that takes us away from doing what we should be doing. This includes sitting in are seats, not playing with objects or talking with friends. To ignore distractions, we should:

 1) Stop (think about what you should do):

 2) Stay where you are

 3) Ignore the problem

 4) Finish what you are doing

2. Give a reason the skill or behavior is important.

How to ignore distractions is an important skill because we can spend more time doing things that are the most important like getting our school work done. It keeps us out of trouble and it also lets us have time for fun things. When you get your work done on time or early what do you get to do? You can have more time for that!

3. Model the skill or behavior:

a. I am Bear, I am trying to read. Goose asks what I am doing. I stop and think about my choices. I could tell goose to leave me alone, talk with him or ignore him (Step 1), I stay on the carpet where I'm reading (Step 2), don't look at goose (Step 3) and keep reading my book (Step 4).

4. Check for understanding—practice:

A. Have the students repeat the steps aloud to a partner.

B. Help students memorize the skills by writing the steps on the board and erasing them one by one. Students could also write the steps on a piece of paper and draw a picture to go with each step.

C. Second Scenario:

I'm goose and I should be reading my book. Bear is reading and I want to tell him how much I love to read. I stop and think about my choices. I could talk with him or keep doing my work (Step 1), I stay on the carpet where I'm reading (Step 2), tell myself I can talk to him later and I don't look at bear (Step 3) and keep reading my book (Step 4).

5. Guided practice/monitoring:

A. Students will act out role plays as scripted.

Role play #1

I am Bear, I am trying to think about what I will write about for my story. Goose asks what I am doing. I stop and think about my choices. I could tell goose to leave me alone, talk with him or ignore him (Step 1), I stay at the table where I am writing (Step 2), don't look at goose (Step 3) and focus on what I want to write (Step 4).

Role play #2

I'm goose and I should be writing my spelling words in sentences. Bear is writing and I want to tell him how much I love to write and that I know all my spelling words. I stop and think about my choices. I could talk with him or keep doing my work (Step 1), I stay in my seat where I'm writing (Step 2), tell myself I can talk to him later and I don't look at bear (Step 3) and keep writing my spelling word sentences (Step 4).

Role play #3

Let's choose a distraction that might happen in school today. What if you are supposed to be drawing a picture and your friend keeps talking to you saying, "_____ look what I drew. Mine is colorful. What are you drawing?" Let's act it out. I will be the friend and you can be the student. (Select students to help with each step) (Using the student's scenario, help model the instruction using each step: 1. Stop (think about what you should do), 2. Stay where you are, 3. Ignore the problem, 4. Finish what you are doing.

Role play #4 (This can be made into multiple role-plays)

Let's choose a distraction that might happen in school today. Who can think of one? Let's act it out. I will be the student and you can help to tell me what to do. (Select students to help with each step) (Using the student's scenario, help model the instruction using each step: 1. Stop (think about what you should do), 2. Stay where you are, 3. Ignore the problem, 4. Finish what you are doing.

6. Provide feedback and praise:

A. Wow! I really like how _____ acted out the steps of how to ignore distractions.

B. I liked how _____ stated the steps with his partner.

7. Closure/plan future practice opportunities:

Teacher: You have done a fabulous job today showing that you know the steps of how to ignore distractions. I really liked how you participated in the role-plays. This week I will be watching you to see if you can practice these steps. Your teacher and friends in your class will also be watching. Especially for positive peer reporting! Feedback then given on what teachers have said and what has been observed.

8. Independent practice:

Each of you has learned the steps of how to ignore distractions. When you have used these steps at school you need to tell me how you ignore distractions. This might be when your peers are talking next to you or you have a pencil that may be more fun to play with then use to write. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

Social Skill Instructional Plan: How to Ignore Distractions

Lily's Purple Plastic Purse. Kevin Henkes

Greenwillow Books, New York, NY

Grade level: 1st-2nd

Social Skill: How Ignore Distractions

Lesson Design: Direct Instruction

Objective: Students will recite the steps of How to Ignore Distractions with 100% accuracy.

Anticipatory Set: This is Lily. Lily loves school but sometimes has a hard time not being distracted by other things. Let's see what Lily does. Read the story to the class.

1. Input/Name and describe the skill or behavior:

Ignoring distractions is ignoring anything that takes us away from doing what we should be doing. This includes sitting in our seats, not playing with objects or talking with friends. To ignore distractions, we should:

      1) Stop (think about what you should do) (Stop & Think)

      2) Stay where you are

      3) Ignore the problem

      4) Finish what you are doing (Finish your work)

2. Give a reason the skill or behavior is important.

How to ignore distractions is an important skill because we can spend more time doing things that are the most important like getting our school work done. It keeps us out of trouble and it also lets us have time for fun things. When you get your work done on time or early what do you get to do? You can have more time for that!

3. Model the skill or behavior:

a. I am Lilly. I have a new purse, I want to share it with everyone. During story time I'm sitting on the carpet and I see it sitting on my desk and I want to play with it. I should stop and think about what I should do (Step 1), I stay on the carpet (Step 2), pretend it's not there (Step 3) and keep listening to my teacher (Step 4).

4. Check for understanding—practice:

A. Have the students repeat the steps aloud to a partner.

B. Help students memorize the steps by writing the steps on the board on erasing them step by step as the students continue to name them. Students could also write the steps on a piece of paper and draw a picture to go with each step.

C. Second Scenario:

I'm Lily's friend. During centers I hear Lily talking about her cool sunglasses. I have sunglasses too and I want to tell her about them. I should stop and think about what I should do (Step 1), I stay in my chair (Step 2), ignore what Lily is saying (Step 3) and keep working on my paper.

5. Guided practice/monitoring:

A. Students will act out role plays as scripted.

Role play #1

I am Lily and during instruction time I'm sitting in my desk, I see the coins in my desk and want to pull them out and count them. I should stop and think about what I should do (Step 1), I stay in my seat (Step 2), put them where I can't see them (Step 3) and keep listening to my teacher (Step 4).

Role play #2

I'm sitting on the carpet writing spelling words or reading and I see it my stuff sitting on my desk and I start thinking about all the different ways I could play with it. I should stop and think about what I should do (Step 1), I stay on the carpet (Step 2), think about my work (Step 3) and keep reading or doing what I was doing (Step 4).

Role play #3

Let's choose a distraction that might happen in school today. What if you are supposed to be writing your spelling words down and your friend starts talking to another student saying This weekend was so fun. I had the best weekend. What did you do this weekend" Let's act it out. I will be the friend and you can be the student. (Select students to help with each step) (Using the student's scenario, help model the instruction using each step: 1. Stop (think about what you should do), 2. Stay where you are, 3. Ignore the problem, 4. Finish what you are doing.

Role play #4 (This can be made into multiple role-plays)

Let's choose a distraction that might happen in school today. Who can think of one? Let's act it out. I will be the student and you can help to tell me what to do. (Select students to help with each step) (Using the student's scenario, help model the instruction using each step: 1. Stop (think about what you should do), 2. Stay where you are, 3. Ignore the problem, 4. Finish what you are doing.

6. Provide feedback and praise:

A. Wow! I really like how _____ acted out the steps of how to ignore distractions.

B. I liked how _____ stated the steps with his partner.

7. Closure/plan future practice opportunities:

Teacher: You have done a fabulous job today showing that you know the steps of how to ignore distractions. I really liked how you participated in the role-plays. This week I will be watching you to see if you can practice these steps. Your teacher and friends in your class will also be watching. Especially for positive peer reporting! Feedback then given on what teachers have said and what has been observed.

8. Independent practice:

Each of you has learned the steps of how to ignore distractions. When you have used these steps at school you need to tell me how you ignore distractions. This might be when your peers are talking next to you or you have a pencil that may be more fun to play with then use to write. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

Social Skill Instructional Plan: How to Ask for Help

I Don't Like to Read. Nancy Carlson

Viking; Penguin Group, New York, NY

Grade level: 1st-2nd

Social Skill: How to Ask for Help

Lesson Design: Direct Instruction

Objective: Students recite the steps of How to Ask for Help with 100% accuracy.

Anticipatory Set: This story is about Henry. Henry likes lots of things about being in school but he has a hard time reading. Henry needs help to understand the letters he sees but doesn't know how to ask for help. Lets see what Henry does. Read the story.

1. Input/Name and describe the skill or behavior:

Asking for help in the right way (in a patient and quiet, appropriate way)can help us get what we need when we need help . There are 4 steps of asking for help the right way.

> 1) Ask yourself "Can I do this alone?"
>
> 2) If not, raise your hand.
>
> 3) Wait, say to yourself, "I know I can wait without talking."
>
> 4) Ask for help in a friendly way.

2. Give a reason the skill or behavior is important.

How to ask for help is an important skill because it gives you a chance to do things on your own first, then if you can't do it by yourself it helps you to wait quietly for help until your teacher can help you without disrupting the teachers or your classmates. Things we need help with are assignments, directions we don't understand, if we don't know what to do, or even if someone is bothering us. When Henry needed help, he had to learn how to ask.

3. Model the skill or behavior:

I am Henry. I am supposed to read the weather today from the weather chart (pg. 9) but I don't know how to sound it out. First I try my best to do it on my own. (Step 1), I then raise my hand (Step 2), wait quietly till the teacher calls on me (Step 3) and then ask as friendly as I can (Step 4).

4. Check for understanding—practice:

A. Have the students repeat the steps aloud to a partner.

B. Help students memorize the steps by writing the steps on the board on erasing them step by step as the students continue to name them. Have students put the skills steps in order and write down and draw out pictures for each of the steps.

C. Second Scenario:

I sit down to read my book in class and the words seem all jumbled. Henry yelled, "They just don't make any sense!" (Pg. 16) (Step 1) What should Henry do instead of yelling? Henry raises his hand (Step 2). He waits quietly till the teacher can help him (Step 3). Henry then asks, "Can you help with this part? All the words and letters don't make sense" (Step 4). What if the teacher didn't see Henry raise his hand, what should Henry do? (Talk about how sometimes it is okay to say the teachers name or go up and talk to the teacher). What ways can he say it to ask friendly?

5. Guided practice/monitoring:

A. Students will act out role-plays as directed.

Role play #1

During math, Henry has a math story (pg. 2). Every time he reads it, it doesn't make sense. If you're Henry, what should you do? Ask yourself if you can do it without help, (Step 1) then raise your hand (Step 2) wait quietly (Step 3). Then ask for help in a friendly way. (Step 4).

Role play #2

Let's say Henry was asked something else to do besides reading and he needed help. Henry was asked to take his book out and put it on his desk but he didn't know which one. First, he should try and do it on his own (Step 1) raise his hand (Step 2) Wait as patiently as possible (Step 3). Ask the teacher in a friendly (Step 4).

Role play #3

Let's choose a time in school today where you may need to ask for help. Let's say that _____is the teacher and _____ is the student. _____ is not sure what to do now that he is done with his math sheet. 1. Ask yourself "Can I do this alone?" 2. If not, raise your hand, 3. Wait, say to yourself, "I know I can wait without talking", 4. Ask for help in a friendly way.

Role play #4 (This can be made into multiple role-plays)

Let's choose a time in school today where you may need to ask for help. Who can think of one? Let's act it out. I will be the student and _____, you can be the teacher (adult). (Using the student's scenario, help model the instruction using each step: 1. Ask yourself, "Can I do this alone?" 2. If not, raise your hand, 3. Wait, say to yourself, "I know I can wait without talking", 4. Ask for help in a friendly way.

6. Provide feedback and praise:

A. Wow! I really like how _____ stated the steps of how to ask for help.

B. I liked how _____ acted out the steps with his/her partner.

7. Closure/plan future practice opportunities:

Teacher: You have done a fabulous job today showing that you know the steps of how to ask for help. I really liked how you participated in the role-plays. This week I want you to practice these

steps in your class. I will be watching you to see if you can practice the steps. Your teacher and friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.

8. Independent practice:

Each of you has learned the steps of how to ask for help. When you have used these steps at school you need to tell me how you asked for help. This might be when you are not sure how to answer a question, directions you don't understand or if you don't know what to do. When do you think you will use this?_____ You are going to do just what you said and ask for help using these steps. This could be help on an assignment or to know what to do next. Help with someone who's bothering you or if you don't understand something. When we met again, you can tell me about it.

Social Skill Instructional Plan: How to Ask for Help

Hooway for Wodney the Wat. Helen Lester

Houghton Mifflin Company, Boston, MA

Grade level: 1st-2nd

Social Skill: How to Ask for Help

Lesson Design: Direct Instruction

Objective: Students recite the steps of How to Ask for Help with 100% accuracy.

Anticipatory Set: This story is about Rodney, Camilla and friends. In this story Camilla has a hard time because she doesn't know how to be friends and how to ask for help. Lets see if we can learn some things that would help Camilla. Read the story.

1. Input/Name and describe the skill or behavior:

Asking for help in the right way (in a patient and quiet, appropriate way)can help us get what we need when we need help . There are 4 steps of asking for help the right way.

      1) Ask yourself "Can I do this alone?"

      2) If not, raise your hand.

      3) Wait, say to yourself, "I know I can wait without talking."

      4) Ask for help in a friendly way.

2. Give a reason the skill or behavior is important.

How to ask for help is an important skill because it gives you a chance to do things on your own first, then if you can't do it by your self it helps you to wait patiently for help until your teacher can help you without disrupting the teachers or your classmates. This helps you get help from a teacher and helps everyone to be happier. How did the other rodents feel when Camille didn't wait? How did they feel when they didn't get the help they needed because they didn't ask?

3. Model the skill or behavior:

a. I am Camilla. I'm sitting at the table during math (Open to this page in the book).When I have a question or something to say I should first ask myself "Can I do this alone?" (Step 1), I then raise my hand (Step 2), wait till the teacher calls on me as quietly as I can (Step 3) and then ask as friendly as I can (Step 4)

4. Check for understanding—practice:

A. Have the students repeat the steps aloud to a partner.

B. Help students memorize the steps by writing the steps on the board on erasing them step by step as the students continue to name them. Have students put the skills steps in order and write down and draw out pictures for each of the steps.

C. Second Scenario:

While playing "Simon Says" as a class on the playground, Camille doesn't understand what Rodney is asking. What should she do first/ See if she can do it on her own, but she doesn't know what Rodney means. (Step 1) She should then raise her hand (Step 2) wait quietly (Step 3). Then ask for help in a friendly way. What ways can she say it to ask friendly? (Step 4).

5. Guided practice/monitoring:

A. Students will act out role plays as scripted.

Role play #1

Camille was teasing the rats (e.g. stepping on their tails –but someone could be tapping you with a pencil at your desk you while you were trying to listen or work) , how could you ask the teachers to help make Camille stop? First, see if they can do it on their own (Step 1) raise their hand (Step 2) Wait as patiently as possible (Step 3). Ask the teacher in a friendly way (e.g. "Can you help us make Camille stop bullying us?") (Step 4).

Role play #2

If Rodney doesn't know the answers in class, how can he ask for help? Let's say it was the question "What is 243 + 125?" Rodney should see if he can do it on his own. (Step 1) Rodney raises his hand (Step 2). Rodney waits quietly till the teacher can help him (Step 3). Rodney then asks, "Can you help with this part? I don't understand it" (Step 4).

Role play #3

Let's choose a time in school today where you may need to ask for help. Let's say that

_____is the teacher and _____ is the student. _____ is not sure where to put his/her finished project. 1. Ask yourself "Can I do this alone?" 2. If not, raise your hand, 3. Wait, say to yourself, "I know I can wait without talking", 4. Ask for help in a friendly way.

Role play #4 (This can be made into multiple role-plays)

Let's choose a time in school today where you may need to ask for help. Who can think of one? Let's act it out. I will be the student and _____, you can be the teacher (adult). (Using the student's scenario, help model the instruction using each step: 1. Ask yourself , "Can I do this alone?" 2. If not, raise your hand, 3. Wait, say to yourself, "I know I can wait without talking", 4. Ask for help in a friendly way.

6. Provide feedback and praise:

A. Wow! I really like how _____ stated the steps of how to ask for help.

B. I liked how _____ acted out the steps with his/her partner.

7. Closure/plan future practice opportunities:

Teacher: You have done a fabulous job today showing that you know the steps of how to ask for help. I really liked how you participated in the role-plays. This week I want you to practice these steps in your class. I will be watching you to see if you can practice the steps. Your teacher and

friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.

Appendix B

Spot-check Forms

How to Ignore Distractions

Score Sheet: **How to Ignore Distractions**

Name: _____

Date: _____

Score: _____

2 = exact match of described behavior

1 = approximation of the behavior

0 = nonoccurrence of the behavior

0 1 2 1. Stop (think about what you should do:) (Stop & Think)

0 1 2 2. Stay where you are.

0 1 2 3. Ignore the problem.

0 1 2   4. Finish what you are doing.

Total points possible: 8

Receives 2 points when the student:
      Says each step of the social skill in correct order.
      Says a phrase using synonyms for the exact phrase (i.e. keep working, don't look)

Receives 1 point when the student:
      Says each step of the social skill but not in correct order.
      Says a single word response with ambiguous meaning but has a connection to the correct answer
      (i.e. "working")
      Needs prompting

Receives 0 points when the student:
      Doesn't respond (i.e. is silent, shrugs shoulders)
      Responds off topic (i.e. "When is recess?")

How to Follow Directions

Score Sheet: **How to Follow Directions**

Name: _____

Date: _____

Score: _____

2 = exact match of described behavior

1 = approximation of the behavior

0 = nonoccurrence of the behavior

0 1 2 1. Look at the person. (Look)

0 1 2 2. Say "O.K."

0 1 2 3. Do the task immediately. (Do it Fast)

0 1 2 4. Check back, if necessary. (Check back)

Total points possible: 8

Receives 2 points when the student:
      Says each step of the social skill in correct order.
      Says a phrase using synonyms for the exact phrase (i.e. Look at the guy, make eye
      contact)

Receives 1 point when the student:
      Says each step of the social skill but not in correct order.
      Says a single word response with ambiguous meaning but has a connection to the correct answer
      (i.e. "person")
      Needs prompting

Receives 0 points when the student:
      Doesn't respond (i.e. is silent, shrugs shoulders)
      Responds off topic (i.e. "When is recess?")

How to Ask for Help

Score Sheet: **How to ask for Help**

Name: _____

Date: _____

Score: _____

2 = exact match of described behavior

1 = approximation of the behavior

0 = nonoccurrence of the behavior

0 1 2   1. Ask yourself "Can I do this alone?"

0 1 2   2. If not, raise your hand (Raise your Hand)

0 1 2   3. Wait, say to yourself, "I know I can wait without talking." (Wait quietly)

0 1 2   4. Ask for help in a friendly way. (Ask friendly)

Total points possible: 8

Receives 2 points when the student:
    Says each step of the social skill in correct order.
    Says a phrase using synonyms for the exact phrase (i.e. see if I can do it myself, wait and
    do it without talking)

Receives 1 point when the student:
    Says each step of the social skill but not in correct order.
    Says a single word response with ambiguous meaning but has a connection to the correct answer
    (i.e. "quiet")
    Needs prompting

Receives 0 points when the student:
    Doesn't respond (i.e. is silent, shrugs shoulders)
    Responds off topic (i.e. "When is recess?")

Appendix C

Definitions of Behaviors

Target Behavior	Skill Steps	Exact match or approximation of described behavior =Yes	Nonoccurrence of the behavior =No
Ignoring Distractions	1) Stop (think about what you should do): 2) Stay where you are 3) Ignore the problem 4) Finish what you are doing	Example #1 Engages in a distracter (see definition) for less than allotted time. Distracters: • Visual: Windows, posters, etc… student is focused on something visual for less than 5 seconds or eyes are scanning the room for less than 5 seconds). • Objects: erasers, pencils, rubber bands etc… (hands are touching & eyes on object for less than 5 seconds). • Peers: Peers talking to the student or peers talking near the student (within 5 feet) and the student watches or engages with the other peers for less than 5 seconds. Student stays in his/her seat with his/her feet on the floor and their bottom on the seat of the chair or remains in the location as directed by the teacher (e.g. on the carpet at circle time). Student keeps eyes on the current assignment or if during instruction time. The student engages in a distracter and returns to what he should be focusing on for 4 or more seconds before focusing again on a distracter.	*Example #1* Engages in a distracter (see definition) for more than allotted time. Distracters: • Visual: Windows, posters, etc… (Student is focused on something visual for more than 15 seconds or eyes are scanning the room for more then 5 seconds). • Objects: erasers, pencils, rubber bands (hands are touching & eyes on object for more than 5 seconds). • Peers: peers talking to the student or peers talking near the student (within 5 feet) and the student watches or engages with the other peers for more than 5 seconds. Student is not touching their seat or his/her designated area as directed by the teacher. Student does not keep eyes on the current assignment or if during instruction time. The student engages in a distracter and returns to what he should be focusing on for 3 or fewer seconds before focusing again on a distracter.

		If the teacher or observer is the distracter, it does not count as being distracted or ignoring distractions. If the student is called back by an adult to focus it does not count as ignoring distractions.	If a student is called back by an adult to focus within 5 seconds, it does not count as being distracter, however if it is more then 5 seconds, it is recorded as a distracter.
Following Directions	1) Look at the person 2) Say "okay." 3) Do the task immediately. 4) Check back, if necessary.	Student does all the following: • Student makes eye contact at least once either during instruction or while saying "Okay" and looks in the direction of location or task. • Student says "yes", "sure", "okay" or any answer in the affirmative including nodding. • The answer is loud or visible enough for the observer to see or hear. • The student starts moving in the direction of the task within 10 seconds. • The student, if needed, goes back to the adult and tells them the task is complete or to see if it has been done to the satisfaction of the teacher. Partial scoring of skill: • Student does all steps as listed above except looking at the teacher or task <u>or</u> • Student does all steps as listed above except for saying, "yes", "sure", "okay" or any answer in the affirmative including nodding.	Student does not include one of the following: • Makes eye contact at least once either during instruction or while saying "Okay" and looks in the direction of location or task. • Says "yes", "sure", "okay" or any answer in the affirmative including nodding. • Starts moving in the direction of the task within 10 seconds. Example #1 Student glances at the adult but does not make eye contact or look in the direction of location or task. The student starts moving in the direction of the task, but not within 10 seconds. Example #2 Student's eyes are closed, looking up, down or away from the adult and/or task. Student says "no" or does not respond or shakes their head. The task was avoided, not completed by the student or any type of

			adult prompting was given in relation to eye contact, saying yes, or beginning the task within 10 seconds.
Asking for Help	1) Ask yourself "Can I do this alone?" 2) If not, raise your hand. 3) Wait, say to yourself, "I know I can wait without talking." 4) Ask for help in a friendly way.	Example #1 Student waits approximately 10 seconds after being given a task, assignment or direction before asking for help. Student looks with their eyes at the assignment for a minimum of 10 seconds. Student raises their hand without making any noises, whether vocal or with an object while staying in the same location (sitting if they were previously sitting- sitting constitutes two feet in front on them on the floor with their bottom on the seat of the chair) and waits until an adult comes. When an adult comes, students uses words to ask in a friendly way such as "Please", "Can you", "Will you" etc… Example #2 Student glances over assignment but does not keep their eyes on it. Student raises their hand but makes noises, whether vocal or with an object while staying in the same location <u>or</u> stands up while raising their hand if not previously standing. Student raises their hand but makes noises, whether vocal or with an object while staying in the same location <u>or</u> stands up while raising their hand Example #3	Example #1 Student does not look with their eyes at the assignment for approximately 9 seconds after instruction has been given. Student does not raise hand. Student talks or makes noises with objects or themselves to gain the adults attention. If not helped, student uses their voice, themselves or objects to gain the adult's attention When an adult walks over to the student, the student whines, yells, or does not ask for help in a question form. Student does only one of the steps of asking for help. Partial scoring of skill: • Student does at least one of the steps as listed in the left hand column but does not do the other three steps. If the student asks a peer for help, it does not count as asking for help or not asking

			for help. It must be with an adult.
		Student either one, asks in voice that is not whining or yelling, but does not ask using words such as "please", "Can you", "Will you" etc… or does use these words but saying them in a tone that is loud whining or demanding. (If an adult does not see the student raising their hand within the first minute the student may, without yelling, say "_____ I need help" or "Can you help me" and then waits quietly. Unless the teacher has shown acknowledgement that they have seen the students such as making eye contact with the student or using phrases such as "I'll be with you in a minute.") Student does only two or more of the steps of asking for help.	In the specified classroom where a "correcting line" is used (where teacher sits at her desk and students come and wait in line to ask for help on assignments or other questions), this can count as replacing the skill of raising one's hand as requested by teacher.

Appendix D

Lesson Plan Review Checklist

Lesson Plan Review	
Social Skill:	
Evidence of Use?	Skill Step Review
Yes/No	
Acquisition	
Sequencing Cards:	
	Cards with each step are given to students to put in order.
Prompt Cards:	
	Students create 'prompt cards' where they write the steps of the skills and draw pictures for each step on an index card. Cards can also be taken and used towards generalization in the classroom.
Skill Step Support Games:	
	Play "Hang Man" with the students. Words chosen for the game are phrases from the steps and skill name. (Done only if there is extra time after all other acquisition and generalization activities.)
Generalization	
Role-plays	
	Role-plays from the books.
	Role-plays from classroom experiences.
	Students earn points per correct step they act out. These points work towards a group contingency.
"Tell" Sessions	
	Students each share a time that they did all 4 of the steps and as they do so, they get a point towards the group contingency.
	Each student tells of a time where their peer did the steps (Student can use prompt card that they are using already in their classroom with PPR (see table below).
	Points go towards a group contingency.

Appendix E

Positive Peer Reporting Index Card

Side 1of Index Card

Names of "star students"   _____

 _____   _____

Steps of Praise:

1) Look at your peer
2) Smile
3) Explain something specific and positive that they did or said
4) Say something like "good job" or "that was great"

Side 2 of Index Card

Write down 'reminders' of times they
Followed Directions, Ignored Distractions, and Asked for Help today:
(*Simple pictures added as prompts under each skill*)

Appendix F

Lesson Plan Review Checklist for Treatment Fidelity

Lesson Plan Review	
Social Skill:	
Evidence of Use?	Skill Step Review
Yes/No	
Acquisition	
Sequencing Cards:	
	Cards with each step are given to students to put in order.
Prompt Cards:	
	Students create 'prompt cards' where they write the steps of the skills and draw pictures for each step on an index card. Cards can also be taken and used towards generalization in the classroom.
Skill Step Support Games:	
	Play "Hang Man" with the students. Words chosen for the game are phrases from the steps and skill name. (Done only if there is extra time after all other acquisition and generalization activities.)
Generalization	
Role-plays	
	Role-plays from the books.
	Role-plays from classroom experiences.
	Students earn points per correct step they act out. These points work towards a group contingency.
"Tell" Sessions	
	Students each share a time that they did all 4 of the steps and as they do so, they get a point towards the group contingency.
	Each student tells of a time where their peer did the steps (Student can use prompt card that they are using already in their classroom with PPR (see table below).
	Points go towards a group contingency.

Appendix G

Generalization Observation Forms

Teacher Generalization Observation Form

Date:_____

Student:_____

Teacher:_____

Number of times skills observed:
FD:____
ID:____
AH:____

Observation of Behavior

Record instances of when student applies the social skill when an opportunity presents itself by recording information in the appropriate space below. Insert additional notes/ comments when possible. Write letter for the specified skill the student shows.

Skill	Time	Location	Other Comments
Example: *FD*	*10:15*	*LG*	*Clearing off desk*

Key

Skill:
   ID=Ignoring Distractions
   FD= Following Directions
   AH=Asking for Help
NA= No opportunities to use skill

Location:
   LG= Large Group
   SG= Small Groups
   IW=Independent Work
   C= Centers

Observer's Generalization Observation Form

Observer:_____   Participating Student_____

Date:_____   Teacher:_____

Time Observed: _____

<div style="border:1px solid">

Number of times

skills observed:

FD:____

ID:____

AH:____

</div>

Observation of Behavior

Record instances of when student applies the social skill when an opportunity presents itself by recording information in the appropriate space below. Insert additional notes/ comments when possible. Write letter for the specified skill the student shows.

Social Skill that Occurred	Time Behavior Occurred	Location Behavior Occurred	Other Comments
Example: *FD=Y*	*10:15*	*LG*	*Clearing off desk*

Key

Skill: Location:

   ID=Ignoring Distractions   LG= Large Group

   FD= Following Directions   SG= Small Groups

   AH=Asking for Help   IW=Independent Work

NA= No opportunities to use skill   C= Centers

Appendix H

Observer Training Paper-Pencil Test for Spot-checks

Social skill: **How to Ignore Distractions**
Scenario A:
0 1 2 a. Stop and think
0 1 2 b. When are we meeting again?
0 1 2 c. Sit
0 1 2 d. Ignore it

Scenario B:
0 1 2 a. Stop and think about choices
0 1 2 b. Stay in seat
0 1 2 c. Ignore it
0 1 2 d. Finish you work

Scenario C:
0 1 2 a. Don't look
0 1 2 b. Stay sitting
0 1 2 c. Ignore the problem
0 1 2 d. No response

Social skill: **How to Follow Directions**
Scenario A:
0 1 2 a. Look at Person
0 1 2 b. Say yes
0 1 2 c. Do right away
0 1 2 d. I think that's it

Scenario B
0 1 2 a. Look at the person
0 1 2 b. Say okay
0 1 2 c. Check back if you need to
0 1 2 d. Do it quickly

Scenario C
0 1 2 a. Look at the Teacher
0 1 2 b. Tell them OK
0 1 2 c. Be quick
0 1 2 d. Meet

Social skill: **How to Ask for Help**

Scenario A:

0 1 2 a. See if I can do it alone

0 1 2 b. Raise hand

0 1 2 c. Wait quietly

0 1 2 d. Ask friendly for help

Scenario B

0 1 2 a. Raise my hand

0 1 2 b. Ask, "Can I do this myself?"

0 1 2 c. Wait

0 1 2 d. Nicely ask for help

Scenario C

0 1 2 a. See if I can do it alone

0 1 2 b. Raise my hand

0 1 2 c. Ask for help

0 1 2 d. No response

Appendix I

Observer Training Paper-Pencil Test for Observations

Ignoring Distractions:

1. List the four steps of Ignoring Distractions.

2. What are the three categories of Distracters?

3. What is the time given for a visual distraction and an object distraction?

4. List three examples of the behavior occurring (examples from the steps, not whole scenarios needed).

5. List three examples of the behavior not occurring (examples from the steps, not whole scenarios needed).

6. Write a scenario where the behavior would be marked as a Yes.

7. Write a scenario where the behavior would be marked as a No.

8. Consider the following scenario: A peer within five feet is talking to another peer. The student looks over for three seconds and then gets back to work. How would this be marked on the observation sheet? (e.g. ID=Y or ID=N)

9. Consider the following scenario: The student sees a rubber band when he's sitting at the back table and picks it up and plays with it while reading his book. Would this be marked on the observation sheet?

10. What if the student sees a rubber band on the back table and picks it up and plays with it while looking at the wall for 6 seconds. How would this be marked on the above observation sheet?

11. Consider the following scenario: Student is watching the teacher show the class how to do math problems. The student gets out of their chair and leans on the desk next to his/hers for 8 seconds. How would this be marked on the above observation sheet?

Asking for Help:

12. List the four steps of asking for help.

13. How long should a student look at an assignment for before raising his/her hand to ask for help for the behavior to be recorded?

14. What does sitting quietly look like?

15. List three examples of the behavior occurring (examples from the steps, not whole scenarios needed).

16. List three examples of the behavior not occurring (examples from the steps, not whole scenarios needed).

17. Would it be counted as the behavior occurring if the 1) student is raising his/her hand quietly, but stands up to get the adult's attention? 2) What if he/she stays sitting and raises his/her hand saying, "Teacher I need help" as he/she raises his/her hand into the air?

    1)

    2)

18. Consider the following scenario: Student is given an assignment, looks at the assignment for 15 seconds, raises his/her hand, waits 30 more seconds and says "Teacher, I need help." When the adult comes over to help, the student says, "Can you show me…?" How would this be marked on the above observation sheet?
    (e.g. AH=Y, AH=N)

19. Consider the following scenario: Student is given an assignment at a center to work with math cubes. Student, after 10 seconds, goes up to an adult and says, "I don't know which one's which. Will you show me?" How would this be marked on the above observation sheet?

20. Consider the following scenario: Student gets an assignment, glances over the paper and within 12 seconds raises his/her hand to be helped, waits quietly till helped and then says, "Can you help me? I don't know to do this" In a whiny voice. How would this be marked on the above observation sheet?

21. Consider the following scenario: Student receives assignment, looks over it with his/her eyes for 25 seconds, raises his/her hand and waits quietly for one minute. The adult, during this time, does not see the student raising his/her hand or hasn't shown acknowledgement that they have seen the student such as making eye contact with the student or using phrases such as "I'll be with you in a minute." The student then in a high-pitched voice yells, "Teacher, I'm raising my hand." How would this be marked on the above observation sheet?

22. Consider the following scenario: Student is handed an assignment. The student, within 5 seconds stands up with his/her hand raised and yells, "I can't do this." When the adult comes over the student says, "I don't know this, you have to show me." How would this be marked on the above observation sheet?

Following Directions:

    23. List the four steps of Following Directions.

    24. How long should a student be given time for beginning a task after saying "Okay" for the behavior to be marked as occurring?

    25. List three examples of the behavior occurring (examples from the steps, not whole scenarios needed).

    26. List three examples of the behavior not occurring (examples from the steps, not whole scenarios needed).

    27. Consider the following scenario: After being given directions, student glances at the adult, says "sure" and begins the task within five seconds. How would this be marked on the above observation sheet? (e.g. FD=Y, FD=N)

    28. Consider the following scenario: After being given directions, student glances at the adult, walks over to their desk and begins the task within five seconds. How would this be marked on the above observation sheet?

    29. Consider the following scenario: After being given directions, student looks at the adult, says okay and takes 7 seconds to begin. How would this be marked on the above observation sheet?

    30. Consider the following scenario: After being given directions, student looks at the teacher, nods and then gets side tracked doing another activity. How would this be marked on the above observation sheet?

    31. Consider the following scenario: After being given directions about bringing a book back to the library, the student looks at the book, says "alright", and leaves to bring the book to the library after 4 seconds and then tells the teacher "I brought the book to the library" when he/she returns. How would this be marked on the above observation sheet?

Appendix J

Treatment Fidelity Checklists

The Cat in the Hat by Dr. Suess	
Social Skill: How to follow directions	
Evidence of Use?	Lesson Component
Yes	No
Direct Teaching Sequence:	
Anticipatory Set:	
	This is a Story about the Cat in the Hat. How many of you have read about him before? He sometimes can cause problems when he doesn't listen. Let's read about what happens. Read the story to the class.
	Book is read and summarized
Name the Skill:	
	Following directions can help each of us complete a task and lets others know that we are listening to them by following through with a task.
State the steps of the skill:	
	A. Look at the person.
	B. Say 'O.K."
	C. Do the task immediately.
	D. Check back, if necessary.
Rationale	
	How to follow direction is an important skill because when we are listening to others we will know what to do on assignments or projects. Following directions the first time will help us to complete assignments because we are listening.
Model the skill or behavior:	
	I am the Cat in the Hat. I have just been told by the fish that I need to leave because the children's mom is away.
	I should look at the man (Step 1),
	Say "O.K.", (Step 2),
	Then quickly get my stuff and leave till a better day (Step 3)
	I should check in with the mom before I come back (Step 4).
Guided practice/monitoring	
	A. Students will act out role-plays.

	Role play #1 Thing 1 and Thing 2 started to fly their kites in the house. If the fish told them "Take the kites outside the house to fly them". The "Things" should have looked at the fish (Step 1), said, "O.K." and then right away brought the kites outside. (Step 3), They would not need to check back because the fish could see they weren't in the house (Step 4).
	Role play #2 After the Cat in the Hat made a big mess, the fish told him to leave. What should he have done? Looked at the fish (Step 1) Said, "O.K." (Step 2) gathered up his stuff and left (do the task immediately) (Step 3). He didn't need to check back or could check back with the mom (Step 4).
	Role play #3 Let's choose a direction that you might get in school today. Let's act it out. Lets say that_____ is the teacher and _____is the student. The Teacher says, "Put your book away and sit at the carpet." Student looks at the teacher (1. Look at the person), nods (2. Say 'O.K.'), Does it fast (Step 3), and looks at the teacher to check back (4. Check back, if necessary).
	Role play #4 (This can be made into multiple role-plays) Let's choose a direction that you might get in school today. Who can think of one? Let's act it out. I will be the student and _____, you can be the teacher (adult). (Using the student's scenario, help model the instruction using each step: 1. Look at the person, 2. Say 'O.K.', 3. Do the task immediately, 4. Check back, if necessary.

Provide specific feedback & Praise

	A. Wow! I really like how _____ stated the steps of how to follow directions. B. I liked how _____ acted out the steps with his/her partner.
	Teacher: You have done a fabulous job today showing that you know the steps of how to follow directions. I really liked how you participated in the role plays. This week I will be watching you to see if you can practice the steps that the cat in the hat and his friends learned. Your teacher and friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.

Independent practice:

	Each of you has learned the steps of how to follow directions. When you have used these steps at school you need to tell me how you followed the directions. This might be when your teaching gives you some work to do, or asks your help on something. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

Closure/plan future practice opportunities

	Teacher: You have done a fabulous job today showing that you know the steps of

	how to follow directions. I really liked how you participated in the role plays. This week I will be watching you to see if you can practice the steps that the cat in the hat and his friends learned. Your teacher and friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.
Independent practice:	
	Each of you has learned the steps of how to follow directions. When you have used these steps at school you need to tell me how you followed the directions. This might be when your teaching gives you some work to do, or asks your help on something. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

Curious George by Hans Augusto Rey	
Social Skill: How to follow directions	
Evidence of Use?	Lesson Component
Yes	No
Direct Teaching Sequence:	
Anticipatory Set:	
	This is Curious George. How many of you have read about him before? Curious George is curious and so he brings upon himself many adventures. Let's read about some of them.
	Book is read
Name the Skill:	
	Following directions can help us do our work correctly because we are listening to the other person. There are 4 steps in how to follow directions.
State the steps of the skill:	
	A. Look at the person.
	B. Say 'O.K."
	C. Do the task immediately.
	D. Check back, if necessary.
Rationale	
	How to follow direction is an important skill because when we are listening to others we will know what to do on assignments or projects. Following directions the first time will help us to complete assignments.
Model the skill or behavior:	
	a. I am curious George. I have just been told that I am going to the zoo in a big city. The man told me to go play, but don't get into trouble.
	I looked at the man (Step 1),
	Then I said "O.K.", (Step 2),
	Then I went off to play (Step 3) and did the task immediately.
	I should have checked back (Step 4) with my owner so I wouldn't have gotten myself into so much trouble.
Check for Understanding	
	A. Have the students repeat the steps aloud to a partner.
	B. Help students memorize the steps by writing the steps on the board on erasing them step by step as the students continue to name them. Students could also write the steps on a piece of paper and draw a picture to go with each step.

	C. Second Scenario: While George was on the boat, he saw some sea gulls flying. George thought he could fly. However, he couldn't fly and the sailors had to throw out a life belt to George. Did curious George follow the directions from his owner? If the man in the yellow hat had said, "George, when we're on the boat, you need to sit on your pockets on the seat." What should George do? George should look at his owner (Step 1) Then, George should have said, "O.K." (Step 2) George should stay on his seat (do it fast) (Step 3). George could check with the man in the yellow hat to see if it is okay to leave his seat (Step 4).
Guided practice/monitoring	
	A. Students will act out role-plays.
	Role play #1 George was fascinated by the man talking on the phone. As soon as the man left, George decides to play with the telephone. Then George accidentally calls up the fire department. The firemen rushed into the house, and there was no fire! Let's say the fireman said, "You need to come here so we can tell you why you can't call the fire station. What should George have done? Lets act it out. (He should have looked at the firemen) (Step 1) George should have said, "O.K." (Step 2) George should have walked up quickly to them. (Step 3, Do it fast). Would he have needed to check back? (Step 4, Check back if necessary).
	Role play #2 George saw a young girl buy a balloon. George felt he needed a red balloon as well. George tried to get a red balloon behind the man's back, and ended up with all the balloons, and started to float away. George should have looked at the man (Step 1) to see if he could have a balloon. George should have said, "O.K." George would have been able to do the task if necessary (Step 3), but he ended up floating away, instead of waiting for one balloon. There was no one to check back with. (Step 4).
	Role play #3 Let's choose a direction that you might get in school today. Let's act it out. Lets say that_____ is the teacher and _____is the student. The Teacher says, "Put your book away and line up." Student looks at the teacher (1. Look at the person), nods (2. Say 'O.K.''), Puts her book away and walks to the door fast (3. Do it fast), and looks at the teacher to check back (4. Check back, if necessary).
	Role play #4 (This can be made into multiple role-plays) Let's choose a direction that you might get in school today. Who can think of one? Let's act it out. I will be the student and _____, you can be the teacher (adult). (Using the student's scenario, help model the

	instruction using each step: 1. Look at the person, 2. Say 'O.K.", 3. Do the task immediately, 4. Check back, if necessary.
Provide specific feedback & Praise	
	A. Wow! I really like how _____ stated the steps of how to follow directions.
	B. I liked how _____ stated the steps with his/her partner.
Closure/plan future practice opportunities	
	Teacher: You have done a fabulous job today showing that you know the steps of how to follow directions. I really liked how you participated in the role-plays. This week I will be watching you to see if you can practice the steps that Curious George learned. Your teacher and friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.
Independent practice:	
	Each of you has learned the steps of how to follow directions. When you have used these steps at school you need to tell me how you followed the directions. This might be when your teaching gives you some work to do, or asks your help on something. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

Lily's Plastic Purse by Kevin Henkes	
Social Skill: How to Ignore Distractions	
Evidence of Use?	Lesson Component
Yes	No
Direct Teaching Sequence:	
Anticipatory Set:	
	This is Lily. Lily loves school but sometimes has a hard time not being distracted by other things Lets see what Lily does.
	Book is read
Name the Skill:	
	Ignoring distractions is ignoring anything that takes us away from doing what we should be doing. This includes sitting in are seats, not playing with objects or talking with friends.
State the steps of the skill:	
	A. Stop (think about what you should do)
	B. Stay where you are.
	C. Ignore the problem
	D. Finish what you are doing.
Rationale	
	How to ignore distractions is an important skill because we can spend more time doing things that are the most important like listening to the teacher or getting our school work and projects done. It also keeps us out of trouble.
Model the skill or behavior:	
	a. I am Lilly. I have a new purse, I want to share it with everyone. During story time I'm sitting on the carpet and I see it sitting on my desk and I want to play with it.
	I should stop and think about what I should do (Step 1)
	I stay on the carpet (Step 2),
	I pretend it's not there (Step 3)
	and keep listening to my teacher (Step 4).
Check for Understanding	
	A. Have the students repeat the steps aloud to a partner.
	B Help students memorize the steps by writing the steps on the board on erasing them step by step as the students continue to name them. Students could also write the steps on a piece of paper and draw a picture to go with each step.

	C. Second Scenario: I'm Lily's friend. During centers I hear Lily talking about her cool sunglasses. I have sunglasses too and I want to tell her about them. I should stop and think about what I should do (Step 1), I stay in my chair (Step 2), ignore what Lily is saying (Step 3) and keep working on my paper.
Guided practice/monitoring	
	A. Students will act out role plays.
	Role play #1 I am Lily and during instruction time I'm sitting in my desk, I see the coins in my desk and want to pull them out and count them. I should stop and think about what I should do (Step 1), I stay in my seat (Step 2), put them where I can't see them (Step 3) and keep listening to my teacher (Step 4).
	Role play #2 I'm sitting on the carpet writing spelling words or reading and I see it my stuff sitting on my desk and I start thinking about all the different ways I could play with it. I should stop and think about what I should do (Step 1), I stay on the carpet (Step 2), think about my work (Step 3) and keep reading or doing what I was doing (Step 4).
	Role play #3 Let's choose a distraction that might happen in school today. What if you are supposed to be writing your spelling words down and your friend starts talking to another student saying This weekend was so fun. I had the best weekend. What did you do this weekend" Let's act it out. I will be the friend and you can be the student. (Select students to help with each step) (Using the student's scenario, help model the instruction using each step: 1. Stop (think about what you should do), 2. Stay where you are, 3. Ignore the problem, 4. Finish what you are doing.
	Role play # 4 (This can be made into multiple role-plays) Let's choose a distraction that might happen in school today. Who can think of one? Let's act it out. I will be the student and you can help to tell me what to do. (Select students to help with each step) (Using the student's scenario, help model the instruction using each step: 1. Stop (think about what you should do), 2. Stay where you are, 3. Ignore the problem, 4. Finish what you are doing.
Provide specific feedback & Praise	
	A. Wow! I really like how _____ acted out the steps of how to ignore distractions.

	B. I liked how _____ stated the steps with his partner.
Closure/plan future practice opportunities	
	Teacher: You have done a fabulous job today showing that you know the steps of how to ignore distractions. I really liked how you participated in the role-plays. This week I will be watching you to see if you can practice these steps. Your teacher and friends in your class will also be watching. Especially for positive peer reporting! Feedback then given on what teachers have said and what has been observed.
Independent practice:	
	Each of you has learned the steps of how to ignore distractions. When you have used these steps at school you need to tell me how you ignore distractions. This might be when your peers are talking next to you or you have a pencil that may be more fun to play with then use to write. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

A Splendid Friend Indeed by Suzanne Bloom	
Social Skill: How to Ignore Distractions	
Evidence of Use?	Lesson Component
Yes	No
Direct Teaching Sequence:	
Anticipatory Set:	
	This is Bear. Bear wants to read, write and think but Goose wants to talk. Lets see what they do. Read the story to the class.
	Book is read
Name the Skill:	
	Ignoring distractions is ignoring anything that takes us away from doing what we should be doing. This includes sitting in are seats, not playing with objects or talking with friends.
State the steps of the skill:	
	A. Stop (think about what you should do)
	B. Stay where you are.
	C. Ignore the problem
	D. Finish what you are doing.
Rationale	
	How to ignore distractions is an important skill because we can spend more time doing things that are the most important like listening to the teacher or getting our schoolwork and projects done. It also keeps us out of trouble.
Model the skill or behavior:	
	I am Bear, I am trying to read. Goose asks what I am doing.
	I stop and think about my choices. I could tell goose to leave me alone, talk with him or ignore him (Step 1),
	I stay on the carpet where I'm reading (Step 2),
	don't look at goose (Step 3)
	and keep reading my book (Step 4).
Check for Understanding	
	A. Have the students repeat the steps aloud to a partner.
	B. Help students memorize the skills by writing the steps on the board and erasing them one by one. Students could also write the steps on a piece of paper and draw a picture to go with each step.
	C. Second Scenario: I'm goose and I should be reading my book. Bear is reading and I want to tell him how much I love to read. I stop and think about my choices. I could talk with him or keep doing my work (Step 1), I stay on the carpet

	where I'm reading (Step 2), tell myself I can talk to him later and I don't look at bear (Step 3) and keep reading my book (Step 4).
Guided practice/monitoring	
	A. Students will act out role-plays.
	Role play #1 I am Bear, I am trying to think about what I will write about for my story. Goose asks what I am doing. I stop and think about my choices. I could tell goose to leave me alone, talk with him or ignore him (Step 1), I stay at the table where I am writing (Step 2), don't look at goose (Step 3) and focus on what I want to write (Step 4).
	Role play #2 I'm goose and I should be writing my spelling words in sentences. Bear is writing and I want to tell him how much I love to write and that I know all my spelling words. I stop and think about my choices. I could talk with him or keep doing my work (Step 1), I stay in my seat where I'm writing (Step 2), tell myself I can talk to him later and I don't look at bear (Step 3) and keep writing my spelling word sentences (Step 4).
	Role play #3 Let's choose a distraction that might happen in school today. What if you are supposed to be drawing a picture and your friend keeps talking to you saying "_____ look what I drew. Mine is colorful. What are you drawing?" Let's act it out. I will be the friend and you can be the student. (Select students to help with each step) (Using the student's scenario, help model the instruction using each step: 1. Stop (think about what you should do), 2. Stay where you are, 3. Ignore the problem, 4. Finish what you are doing.
	Role play #4 (This can be made into multiple role-plays) Let's choose a distraction that might happen in school today. Who can think of one? Let's act it out. I will be the student and you can help to tell me what to do. (Select students to help with each step) (Using the student's scenario, help model the instruction using each step: 1. Stop (think about what you should do), 2. Stay where you are, 3. Ignore the problem, 4. Finish what you are doing.
Provide specific feedback & Praise	
	A. Wow! I really like how _____ acted out the steps of how to ignore distractions. B. I liked how _____ stated the steps with his partner.
Closure/plan future practice opportunities	
	Teacher: You have done a fabulous job today showing that you know the steps of how to ignore distractions. I really liked how you participated in the role-plays. This week I will be watching you to see if you can practice these steps. Your teacher and friends in your class will also be watching.

	especially for positive peer reporting! Feedback then given on what teachers have said and what has been observed.
Independent practice:	
	Each of you has learned the steps of how to ignore distractions. When you have used these steps at school you need to tell me how you ignore distractions. This might be when your peers are talking next to you or you have a pencil that may be more fun to play with then use to write. When do you think you will use this? You are going to do just what you said and follow those instructions and then when we met again, you can tell me about it.

Hooway for Wodney the Wat by Helen Lester	
Social Skill: How to Ask for Help	
Evidence of Use?	Lesson Component
Yes	No
Direct Teaching Sequence:	
Anticipatory Set:	
	This story is about Rodney, Camilla and friends. In this story Camilla has a hard time because she doesn't know how to be friends and how to ask for help. Lets see if we can learn some things that would help Camilla.
	Book is read
Name the Skill:	
	Asking for help in the right way (in a patient and quiet, appropriate way) can help us get what we need when we need help . There are 4 steps of asking for help the right way.
State the steps of the skill:	
	A. Ask yourself, "Can I do this alone?"
	B. If not, raise your hand.
	C. Wait, say to yourself, "I know I can wait without talking."
	D. Ask for help in a friendly way.
Rationale	
	How to ask for help is an important skill because it gives you a chance to do things on your own first, then if you can't do it by your self it helps you to wait patiently for help until your teacher can help you without disrupting the teachers or your classmates. This helps you get help from a teacher and helps everyone to be happier. How did the other rodents feel when Camille didn't wait? How did they feel when they didn't get the help they needed because they didn't ask?
Model the skill or behavior:	
	I am Camilla. I'm sitting at the table during math (Open to this page in the book).When I have a question or something to say I should first ask myself "Can I do this alone?" (Step 1),
	I then raise my hand (Step 2),
	wait till the teacher calls on me as quietly as I can (Step 3)
	and then ask as friendly as I can (Step 4).
Check for Understanding	
	A. Have the students repeat the steps aloud to a partner.
	B. Help students memorize the steps by writing the steps on the board on erasing them step by step as the students continue to name them. Have

	students put the skills steps in order and write down and draw out pictures for each of the steps.
	C. Second Scenario: While playing "Simon Says" as a class on the playground, Camille doesn't understand what Rodney is asking. What should she do first/ See if she can do it on her own, but she doesn't know what Rodney means. (Step 1) She should then raise her hand (Step 2) wait quietly (Step 3). Then ask for help in a friendly way. What ways can she say it to ask friendly? (Step 4).
Guided practice/monitoring	
	A. Students will act out role-plays.
	Role play #1 Camille was teasing the rats (e.g. stepping on their tails –but someone could be tapping you with a pencil at your desk you while you were trying to listen or work) , how could you ask the teachers to help make Camille stop? First, see if they can do it on their own (Step 1) raise their hand (Step 2) Wait as patiently as possible (Step 3). Ask the teacher in a friendly way (e.g. "Can you help us make Camille stop bullying us?") (Step 4).
	Role play #2 If Rodney doesn't know the answers in class, how can he ask for help? Let's say it was the question "What is 243 + 125?" Rodney should see if he can do it on his own. (Step 1) Rodney raises his hand (Step 2). Rodney waits quietly till the teacher can help him (Step 3). Rodney then asks, "Can you help with this part? I don't understand it" (Step 4).
	Role play #3 Let's choose a time in school today where you may need to ask for help. Let's say that _____is the teacher and _____ is the student. _____ is not sure where to put his/her finished project. 1. Ask yourself "Can I do this alone?" 2. If not, raise your hand, 3. Wait, say to yourself, "I know I can wait without talking", 4. Ask for help in a friendly way.
	Role play #4 (This can be made into multiple role-plays) Let's choose a time in school today where you may need to ask for help. Who can think of one? Let's act it out. I will be the student and _____, you can be the teacher (adult). (Using the student's scenario, help model the instruction using each step: 1. Ask yourself "Can I do this alone?" 2. If not, raise your hand, 3. Wait, say to yourself, "I know I can wait without talking", 4. Ask for help in a friendly way.

	Provide specific feedback & Praise
	A. Wow! I really like how _____ stated the steps of how to ask for help.
	B. I liked how _____ acted out the steps with his/her partner.
Closure/plan future practice opportunities	
	Teacher: You have done a fabulous job today showing that you know the steps of how to ask for help. I really liked how you participated in the role-plays. This week I want you to practice these steps in your class. I will be watching you to see if you can practice the steps. Your teacher and friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.
Independent practice:	
	Teacher: You have done a fabulous job today showing that you know the steps of how to ask for help. I really liked how you participated in the role-plays. This week I want you to practice these steps in your class. I will be watching you to see if you can practice the steps. Your teacher and friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.

I Don't Like to Read by Nancy Carlson	
Social Skill: How to Ask for Help	
Evidence of Use?	Lesson Component
Yes	No
Direct Teaching Sequence:	
Anticipatory Set:	
	This story is about Henry. Henry likes lots of things about being in school but he has a hard time reading. Henry needs help to understand the letters he sees but doesn't know how to ask for help. Lets see what Henry does.
	Book is read
Name the Skill:	
	Asking for help in the right way (in a patient and quiet, appropriate way)can help us get what we need when we need help . There are 4 steps of asking for help the right way.
State the steps of the skill:	
	A. Ask yourself, "Can I do this alone?"
	B. If not, raise your hand.
	C. Wait, say to yourself, "I know I can wait without talking."
	D. Ask for help in a friendly way.
Rationale	
	How to ask for help is an important skill because it gives you a chance to do things on your own first, then if you can't do it by yourself it helps you to wait quietly for help until your teacher can help you without disrupting the teachers or your classmates. Things we need help with are assignments, directions we don't understand, if we don't know what to do, or even if someone is bothering us. When Henry needed help, he had to learn how to ask.
Model the skill or behavior:	
	I am Henry. I am supposed to read the weather today from the weather chart (pg. 9) but I don't know how to sound it out. First I try my best to do it on my own. (Step 1)
	I then raise my hand (Step 2).
	I wait quietly till the teacher calls on me (Step 3)
	I then ask as friendly as I can (Step 4).
Check for Understanding	
	A. Have the students repeat the steps aloud to a partner.
	B. Help students memorize the skill

	C. Second Scenario: I sit down to read my book in class and the words seem all jumbled. Henry yelled "They just don't make any sense!" (pg. 16) (Step 1) What should Henry do instead of yelling? Henry raises his hand (Step 2). He waits quietly till the teacher can help him (Step 3). Henry then asks, "Can you help with this part? All the words and letters don't make sense" (Step 4). What if the teacher didn't see Henry raise his hand, what should Henry do? (Talk about how sometimes it is okay to say the teachers name or go up and talk to the teacher). What ways can he say it to ask friendly?
Guided practice/monitoring	
	A. Students will act out role-plays.
	Role play #1 During math, Henry has a math story (pg. 2). Every time he reads it, it doesn't make sense. If you're Henry, what should you do? Ask yourself if you can do it without help, (Step 1) then raise your hand (Step 2) wait quietly (Step 3). Then ask for help in a friendly way. (Step 4).
	Role play #2 Let's say Henry was asked something else to do besides reading and he needed help. Henry was asked to take his book out and put it on his desk but he didn't know which one. First, he should try and do it on his own (Step 1) raise his hand (Step 2) Wait as patiently as possible (Step 3). Ask the teacher in a friendly (Step 4).
	Role play #3 Let's choose a time in school today where you may need to ask for help. Let's say that _____is the teacher and _____ is the student. _____ is not sure what to do now that he is done with his math sheet. 1. Ask yourself "Can I do this alone?" 2. If not, raise your hand, 3. Wait, say to yourself, "I know I can wait without talking", 4. Ask for help in a friendly way.
	Role play #4 (This can be made into multiple role-plays) Let's choose a time in school today where you may need to ask for help. Who can think of one? Let's act it out. I will be the student and _____, you can be the teacher (adult). (Using the student's scenario, help model the instruction using each step: 1. Ask yourself "Can I do this alone?" 2. If not, raise your hand, 3. Wait, say to yourself, "I know I can wait without talking", 4. Ask for help in a friendly way.
Provide specific feedback & Praise	
	A. Wow! I really like how _____ stated the steps of how to ask for help. B. I liked how _____ acted out the steps with his partner.

Closure/plan future practice opportunities	
	Teacher: You have done a fabulous job today showing that you know the steps of how to ask for help. I really liked how you participated in the role-plays. This week I want you to practice these steps in your class. I will be watching you to see if you can practice the steps. Your teacher and friends in your class will also be watching. In your classes soon you get to earn points as a class towards a class prize as you watch each other to see if you can follow these steps.
Independent practice:	
	Each of you has learned the steps of how to ask for help. When you have used these steps at school you need to tell me how you asked for help. This might be when you are not sure how to answer a question, directions you don't understand or if you don't know what to do. When do you think you will use this?_____ You are going to do just what you said and ask for help using these steps. This could be help on an assignment or to know what to do next. Help with someone who's bothering you or if you don't understand something. When we met again, you can tell me about it.

Appendix K

Social Validity Questionnaires

Student questionnaire:

You have just finished learning social skills in our Club Pride. Put an X in the box that matches how you feel about the lessons.

	☹ Disagree	😐 Not Sure	☺ Agree
1. I liked the social skill lessons.			
2. I liked the books.			
3. I liked doing the role plays.			
4. The social skills lessons helped me with my schoolwork.			
5. The social skill lessons helped me with my feelings.			
6. I would like to have more lessons like this.			

You have been involved in positive peer reporting. Put an X in the box that matches how you feel about the positive peer reporting.

	☹ Disagree	😐 Not Sure	☺ Agree
1. I liked to praise my friends.			
2. I liked the index cards to help me.			
3. I liked my friends praising me.			
4. Knowing I might get praised, I worked harder on doing the right thing.			
5. I felt better about myself when I was praised.			
6. I would like to do positive peer report all the time.			

Parent questionnaire:

Your child just completed a series of social skills lessons paired with positive peer reporting. The topics were: how to ask for help, how to ignore distractions and how to follow instructions. Positive peer report is when students praised each other for good social skills at the end of the day. Please rate how you feel about the statements below by placing an X in the box that matches your feeling.

	Disagree	Not Sure	Agree
1. My child used these skills at home.			
2. My child said s/he liked the lessons.			
3. The lessons helped my child with his/her school work.			
4. The lessons made a difference in how my child behaved.			
5. I would like my child to have more lessons.			
6. My child said they liked being praised or talked about being praised at home.			
7. My child talked about praising others at home.			
8. I would like my child to continue positive peer reporting at school.			

Additional Comments:
_____
_____
_____
_____

Teacher questionnaire:

    Your student(s) just completed a series of social skills lessons and positive peer reporting. The topics were: how to ask for help, how to ignore distractions and how to follow instructions. Please rate how strongly you agree or disagree with the statements below by placing an X in the box that matches your feeling.

	Disagree	Not Sure	Agree
1. The time my students were taken out of class for the intervention was beneficial.			
2. The students with behavior challenges applied the social skills during other times and in other places apart from the social skills lesson time.			
3. I would like the students to have more lessons like these if they were available.			
4. Positive peer reporting helped my whole class practice appropriate social behaviors.			
5. I saw my typically developing students apply the social skills as a result of the lessons and positive peer reporting.			

Additional Comments:

_____
_____
_____
_____