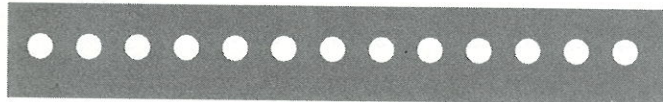


# **Skillstreaming** the **Elementary** **School Child**



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

**Ellen McGinnis**  
**Arnold P. Goldstein**



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# 1

## Introduction to Skillstreaming

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

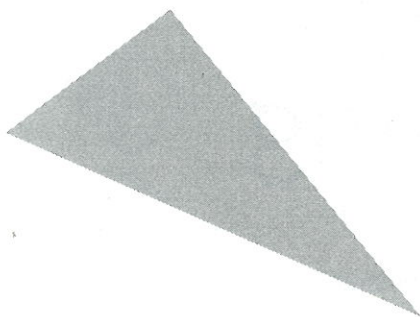
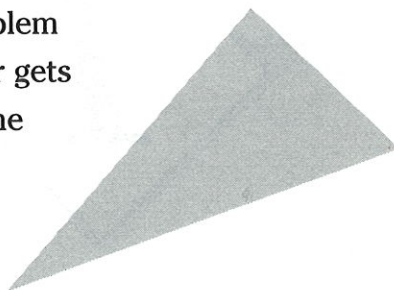
Skillstreaming is a way to learn how to handle these and many other kinds of problems. It will teach you to deal with problems in ways that are helpful to you and to other people, like your parents, teachers, and friends.

Skillstreaming will help you learn:

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

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

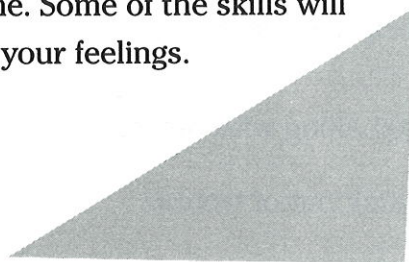
Many times people deal with a problem in a way that hurts someone else or gets them into trouble because that is the only way they know how to act.



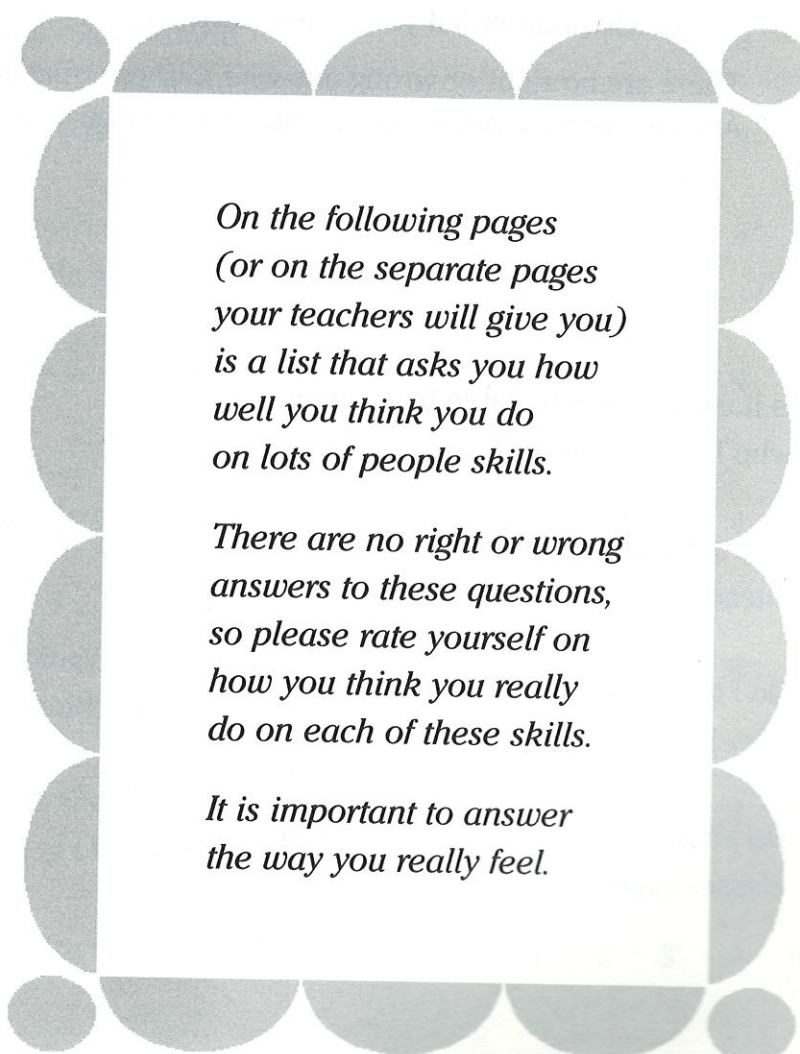
**The goal of Skillstreaming is to give you more choices in how to handle problems.**

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

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



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



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

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

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

# Student Skillstreaming Checklist

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

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

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

Circle number 2 if you *seldom* do it.

Circle number 3 if you *sometimes* do it.

Circle number 4 if you do it *often*.

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

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

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

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

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



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

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

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

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

# 2

## Parts to Learning Skillstreaming

There are four parts to learning Skillstreaming. These are:

### **Modeling**

Having someone show  
you the skill

### **Role-playing**

Trying out the skill yourself

### **Feedback**

Having someone tell you  
how well you did

### **Transfer**

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

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



**First** you watched someone who was good at it.

**Then** you tried it yourself.



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

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



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

# **in Other Words ...**

## **Modeling**

shows you what to do.

## **Role-playing**

helps you try it.

## **Feedback**

helps you do it better.

## **Transfer**

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

# Modeling

---

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

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

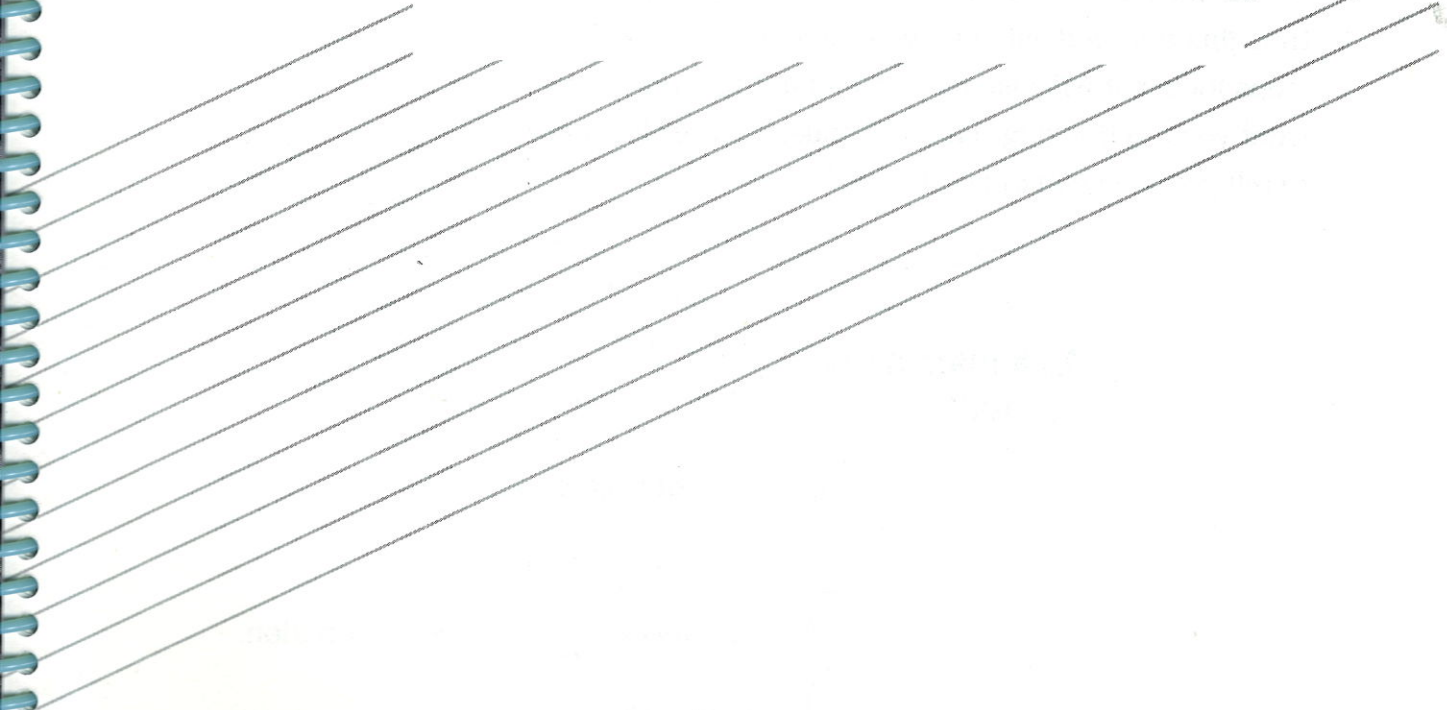
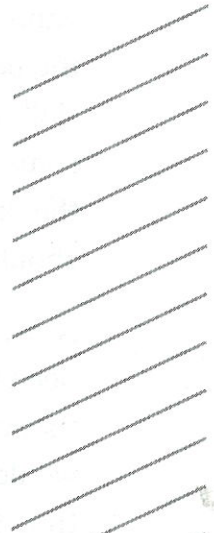


# Role-Playing

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

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



# Main Actor

.....

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

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

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

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

## Co-actor

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

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

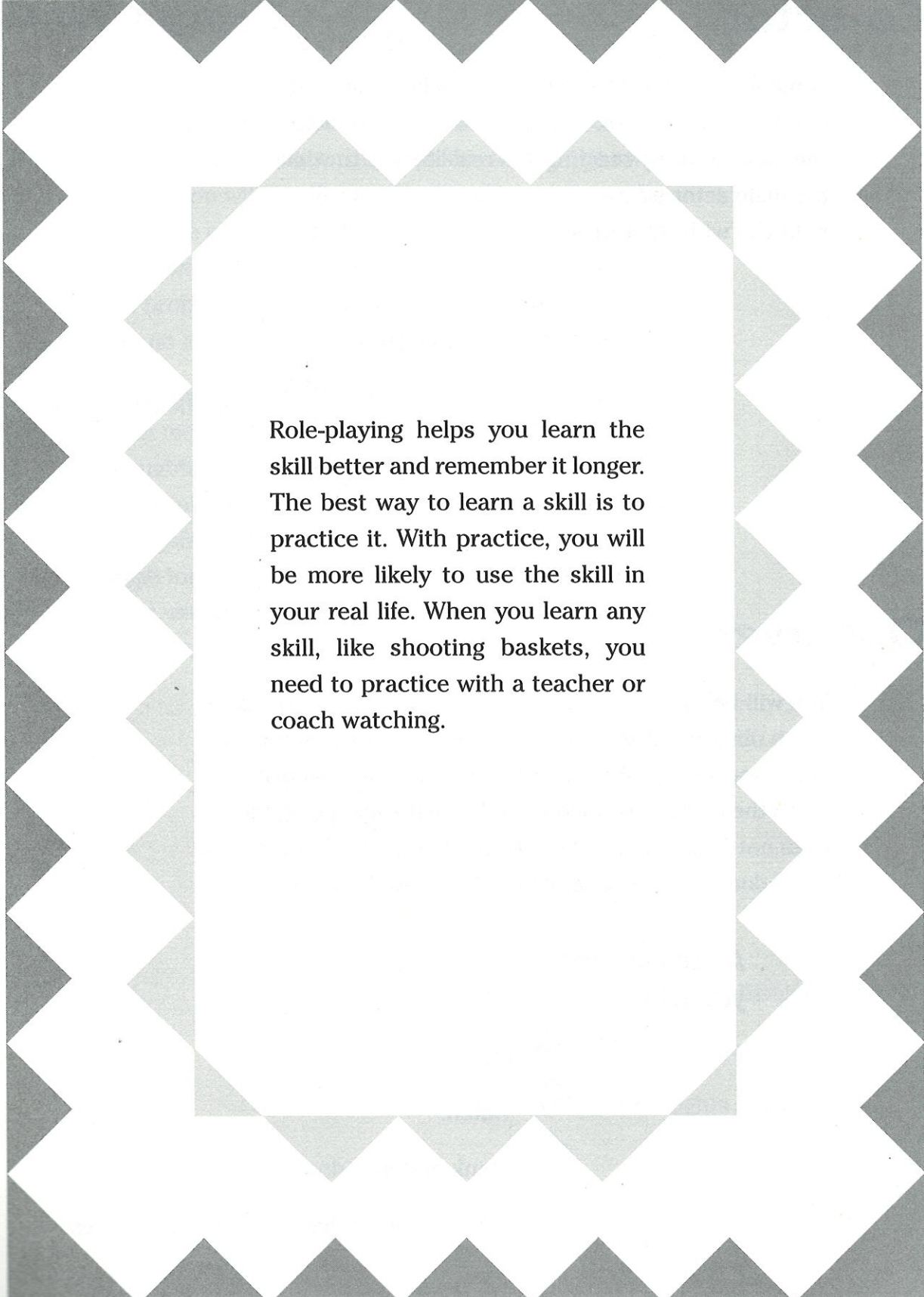
△ Help the main actor.

## Observer

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

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

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



Role-playing helps you learn the skill better and remember it longer. The best way to learn a skill is to practice it. With practice, you will be more likely to use the skill in your real life. When you learn any skill, like shooting baskets, you need to practice with a teacher or coach watching.




# Feedback

---

Giving feedback means telling how well a person has done during the role-play. Feedback is the only way a main actor will know if he or she acted the skill steps out correctly. It also tells the person what things could be done better.

Feedback happens in several ways. First, each student will be asked to watch for one step. After the role-play, your teachers will ask whether the main actor followed each step. The teacher will also ask what the main actor did to act out the step, what was done well, and how the main actor could do better. For example, if you are an observer you might say what the main actor could have said or done to seem more friendly or brave.

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

-  Say whether each step was followed.
-  Say what was done well.
-  Say what could have been done better.

# Transfer

---

After you successfully role-play as a main actor, you will be asked to try the skill outside of the group. This will be your “homework assignment.” You will write out your plan on a **Homework Report**, follow your plan, then say how your plan worked. Part 4 of this book will show you how to use the **Homework Reports** to help you with your plan.

After you have practiced the skill, you will have a chance to talk in the next group meeting about what happened.





# Summary

Skillstreaming has four ways of learning. First, you will watch the skill being modeled. Then you will have a chance to act out, or role-play, the skill. You will get feedback as the main actor or give feedback to other students. Finally, you will practice the skill in real life.



# 3

## Skillstreaming in Action

Skillstreaming is a way to learn people skills. To show you how Skillstreaming works, this section of the manual will help you learn the skill of **Responding to Teasing**.

Most students, like yourself, are teased sometimes. Have you ever been teased? Being teased might make you mad or sad.



**Responding to Teasing** is just one of the Skillstreaming skills. Here are the steps that make up the skill of **Responding to Teasing**.

**Responding to Teasing**

1. Stop and count to five.
2. Think about your choices:
  - a. Ignore the teasing.
  - b. Say how you feel.
  - c. Give a reason for the person to stop.
3. Act out your best choice.

---

SKILL 38

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

## Step 1: Stop and count to five.

Lots of times when people are teased, they get very angry. This step will help you stop acting out your anger. Counting to five will give you some time to calm down and think of the rest of the steps. You will count to five aloud so the others in the group can hear you.

## Step 2: Think about your choices.

When you are teased, you do have choices. As you are thinking about what choice you will make, you will think aloud so others can hear you. Here are some choices you might make.

**Ignore the teasing.** You could choose to turn away from the person or even walk away.

**Say how you feel.** If you have tried to ignore before and it hasn't worked, you may want to say how you feel. You might say, "I feel hurt because you said that" or "I feel sad that you are trying to hurt my feelings."

**Give a reason for the person to stop.** If you decide to give a reason for the person to stop, you might say something like "Please stop teasing me. I am trying as hard as I can" or "Everybody does things differently. That's no reason to tease."

## Step 3: Act out your best choice.

After you have made your choice of what to do, go ahead and do it.

# Modeling

---

Modeling shows you how you will use the skill steps when it's your turn to role-play the skill.

*Your teachers will arrange to model, or act out, the skill of Responding to Teasing.*

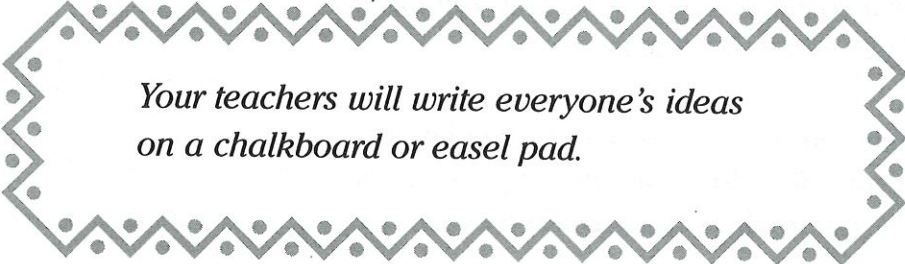
After the modeling, talk about what the person in the main actor's role did:

- △ Did you see each step?
- △ How did you know what the main actor was thinking?
- △ What choice did the main actor make?
- △ Did the main actor act out the choice?

# Role-Playing

---

Think of times when you could use this skill . . . times when you are teased and it is hard for you. These times might be on the playground, at home, or in the classroom. Think of as many of these times as you can.



*Your teachers will write everyone's ideas on a chalkboard or easel pad.*

It will help you to know that you are not the only one who has trouble responding to teasing. Others in the group may think of times you did not think of, times that are hard for you, too. You can look at this list when it is your turn to role-play.

Every member of the Skillstreaming group will be the main actor in a role-play for each skill taught. Your teachers will ask a person to volunteer to go first as the main actor.

After this, the main actor will choose the co-actor, then your teachers will assign observers to watch for the skill steps during the role-play.

# Main Actor

.....

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

- △ Think of a time when it is hard for you to respond to teasing.
- △ Tell about this.
- △ Choose a co-actor or co-actors who remind you of the people who tease you.
- △ Tell what you need to make the role-play feel real to you: How does the person who teases you act? Where does this person tease you?
- △ Act out the skill steps in order. Look at the skill steps if you need to. Your teachers will help you by pointing to the step you are to follow.
- △ Say aloud what you are thinking.

## Co-actor

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

- △ Help the main actor. Your teachers will help you decide what to say and how to act.

## Observer

If you are an observer,  
your job is to:

- △ Watch for the step you were asked to watch for.
- △ Watch what the actors are doing.
- △ Think about what the main actor did well.
- △ Think about how the main actor could have done better.

*After one of these jobs  
is given to every student  
in the group, you are ready  
to begin. Your teachers will  
now guide the role-play.*

# Feedback

---

It is now time for the third part of Skillstreaming—feedback. Remember that feedback helps the main actor find out how well he or she followed the skill steps, what was done well, and what could have been done better.

Feedback is given to the main actor in the following way:

**First** the co-actor or co-actors tell how the steps were acted out. The co-actors may tell about their feelings during the role-play.

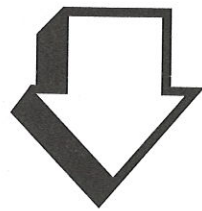
**Next** the observers tell if each skill step was followed—what was done well and what could have been done better.

**Then** the teachers give their feedback.

**Finally** the main actor talks about his or her use of the steps. The main actor may also talk about the feelings he or she had doing the role-play.

*Your teachers will now help you follow this order to give feedback to the main actor about how he or she did during the role-play.*

# What Happens Next?



After one role-play is done and feedback is given, another student will be the main actor in a new role-play. Every student in the group will get to role-play each skill.

The main actors who have done well with their role-play will be given a homework assignment to try out in real life.





# 4

## Skill Homework

The skills you will learn in Skillstreaming will help you handle problems in your real life.

To use a skill in your real life, you will need practice. So, after you have done a good job role-playing the skill, you will get to try that skill outside the group.

The first time you practice a new skill outside the group, you will fill out **Homework Report 1**. Later on when you use this skill outside the group, you will fill out **Homework Report 2**.

**Doing the homework  
will help you learn the skill well.**

# How to Fill Out Homework Report 1

---

When you are ready, your teachers will give you a copy of **Homework Report 1**. Before the group meeting is over, you will fill out these parts:

---

*Name/Date*

Write your name and today's date on the report.

---

*Skill*

Write the name of the skill you will try. This will be the same skill you role-played in the group.

---

*Steps*

Copy the steps for the skill.

---

*With whom will I try this?*

Write the name of the person or who the person is—like a friend, mom or dad, sister, math teacher.

---

*When?*

Write when you will use the skill. This could be at dinner, in math class, on the playground, or some other time.

---

After you have tried the skill, you will fill in the rest of **Homework Report 1**.

---

*What happened?*

Write what you said or did and what the other person said or did.

---

*How did I do?*



Circle the happy face if you used all of the steps and did a good job using the skill.



Circle the "line face" if you did okay but maybe did not use one step.



Circle the unhappy face if you forgot more than one step or if you did not use the skill.

---

*Why did I circle this?*

Tell why you chose the face you did.

---

## At the next meeting...

You will bring **Homework Report I** back to the group. Your teachers and the other group members will give you feedback on how well you did. They may give you ideas about how you could have done better or when you may want to practice the skill again.

*For example . . .*

Sam was using the skill **Responding to Teasing** for the first time. In the group, he planned to practice the skill with a student on the playground when playing basketball. Sam wanted to use the skill here because, when he was teased, he would walk away from the game. Then he did not get to play anything for the rest of the time.

Sam's **Homework Report 1** is on the next page.

---

<i>Name/Date</i>	On Homework Report 1 Sam wrote his name and the date.
<i>Skill</i>	Sam wrote "Responding to Teasing."
<i>Steps</i>	Then he wrote the steps to the skill.
<i>With whom will I try this?</i>	He wrote, "The kid in fifth grade."
<i>When?</i>	Sam wrote "recess" for when.
<i>What happened?</i>	Sam did his homework that day at recess. For "What happened?" he wrote, "I kept playing. The kid teased me more. Then he stopped."
<i>How did I do?</i>	Sam circled the "line face."
<i>Why did I circle this?</i>	Sam said he did not count to five. He was happy that he used the rest of the skill steps and did not quit the game.

# Homework Report 1

Name: Sam Date: October 15

SKILL: Responding to Teasing

STEPS:

1. Stop and count to five.
2. Think about your choices:
  - a. Ignore the teasing.
  - b. Say how you feel.
  - c. Give a reason for the person to stop.
3. Act out your best choice.

With whom will I try this? The kid in fifth grade.

When? Recess.

What happened? I kept playing. The kid teased me more.

Then he stopped.

How did I do?



Why did I circle this? I forgot to stop and count to five.

# How to Fill Out Homework Report 2

---

After you have role-played a new skill in the group and used it outside of the group once, you will need to keep track of other times you use the skill in your real life.

**Homework Report 2** will help you keep using your new skill and learn it well.

Your teachers will ask you to hand in **Homework Report 2** so they will know how well you are using the skill outside the group. These reports most often will not be talked about in the group, but they will be given back to you to keep. You will find that the more often you practice a skill in your real life, the better you will feel about using it.

---

You fill out the first part of **Homework Report 2** in this way:

<i>Name/Date</i>	Write your name and the date.
<i>Skill</i>	Write the name of the skill you will practice. This will be the same skill you role-played in the group.
<i>Steps</i>	Copy the steps for the skill.

---

You fill in these parts after you have tried the skill:

<i>When did I practice?</i>	Each time you use the skill, write the time—for example, “math class,” “recess,” “dinner.”
<i>How did I do?</i>	Circle the happy face if you used all of the steps and did a good job using the skill. Circle the “line face” if you did okay but maybe did not use one step. Circle the unhappy face if you forgot more than one step, or if you did not use the skill.

---

Sam’s **Homework Report 2** is on the next page. 

# Homework Report 2

Name: Sam Date: October 21

SKILL: Responding to Teasing

STEPS:

1. Stop and count to five.
2. Think about your choices:
  - a. Ignore the teasing.
  - b. Say how you feel.
  - c. Give a reason for the person to stop.
3. Act out your best choice.

When did I practice?

How did I do?

Recess



Math class



Dinner



Before school



# Other Ways to Practice

---

Your teachers may help you practice skills in other ways, too.

## Contracts

---

Your teachers may help you practice a skill that is hard for you to do by asking you to sign a contract like the one on page 41.

With a contract, you agree to use a skill, then your teachers agree to do something for you. This contract will be planned with your teachers.

## Self-Recording

---

Self-recording means keeping track of times when you use one or more skills. Your teachers may give you a sheet like the one on page 42 and ask you to color a space when you have used one of the skills. These sheets can be used to record skills you use at home, too.

Another way of keeping track of the times you use a skill is to carry a small card with you. Each time you use the skill, you make a tally mark on the card. Keeping this kind of record helps you remember to use the skill during times like recess or in the school hallway.



I will practice Staying Out of Fights

Lakeesha  
Student

If I do, then I'll earn an extra recess  
for the class.

Mr. Grant  
Teacher

Date April 3

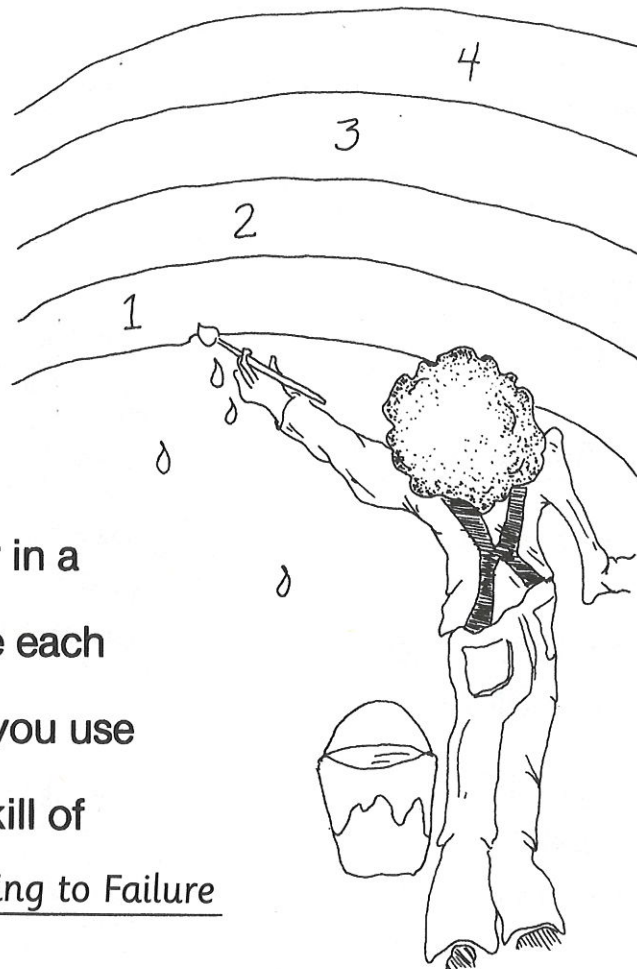
To be reevaluated  
on or before

April 10  
Date



Student Aaron

Date October 15



Color in a  
space each  
time you use  
the skill of  
Reacting to Failure



# Summary

Practicing a skill outside of the group is one of the most important parts of Skillstreaming. Being able to use the skills when you are really angry or upset will take practice.

**If you really want to learn these skills, be sure to do your homework!**

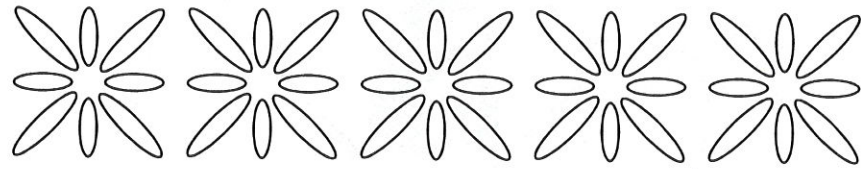


# 5

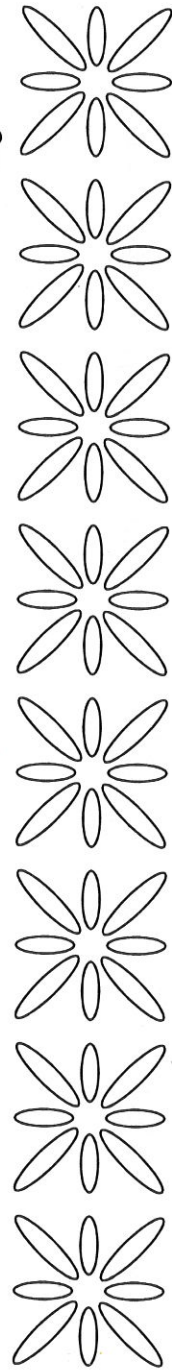
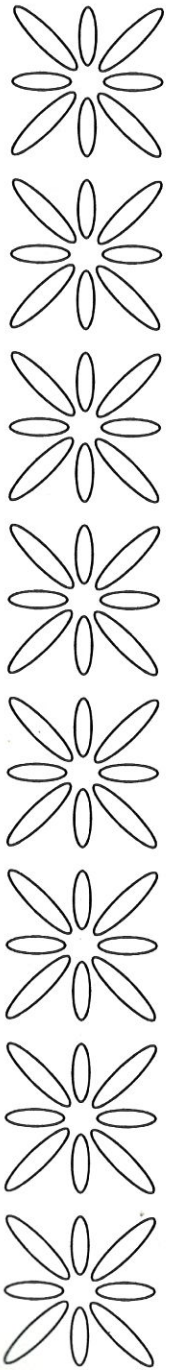
## Skillstreaming Skills

Now let's look at the skills you will learn.

On the **Student Skillstreaming Checklist** in Part 1 of this manual, you rated yourself on how well you use these skills. There may be other skills you will want to learn as you take part in the Skillstreaming group.



The  
**Skillstreaming skills**  
are divided  
into 5 groups:



**GROUP I**

Classroom Survival Skills

**GROUP II**

Friendship-Making Skills

**GROUP III**

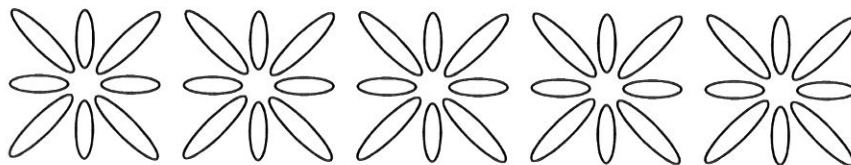
Skills for Dealing with Feelings

**GROUP IV**

Skill Alternatives to Aggression

**GROUP V**

Skills for Dealing with Stress



Your teachers will help you think of times when you need these kinds of skills. Then you will be ready to role-play, listen to feedback from others, and try out the skills in your real life.

Using these skills at first may seem “fake.” This is because the skills are new to you. With practice, they will seem more natural to you and to others.

The rest of this section lists the skills in each group and talks about how these skills can help you.

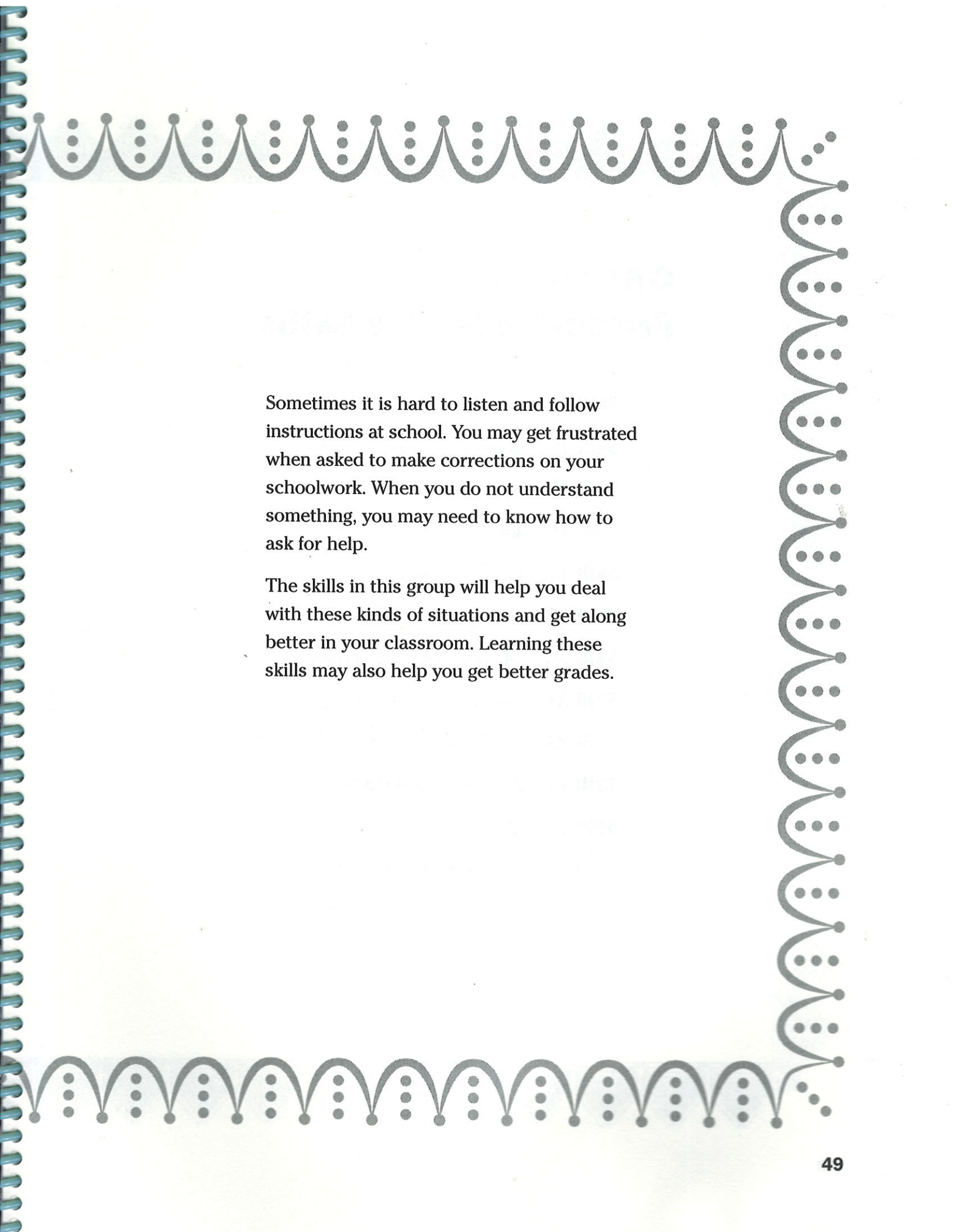
**If there is one skill you want to work on right away,  
be sure to ask your teachers.**



## **GROUP I**

### **Classroom Survival Skills**

- Skill 1** Listening
- Skill 2** Asking for Help
- Skill 3** Saying Thank You
- Skill 4** Bringing Materials to Class
- Skill 5** Following Instructions
- Skill 6** Completing Assignments
- Skill 7** Contributing to Discussions
- Skill 8** Offering Help to an Adult
- Skill 9** Asking a Question
- Skill 10** Ignoring Distractions
- Skill 11** Making Corrections
- Skill 12** Deciding on Something to Do
- Skill 13** Setting a Goal



Sometimes it is hard to listen and follow instructions at school. You may get frustrated when asked to make corrections on your schoolwork. When you do not understand something, you may need to know how to ask for help.

The skills in this group will help you deal with these kinds of situations and get along better in your classroom. Learning these skills may also help you get better grades.

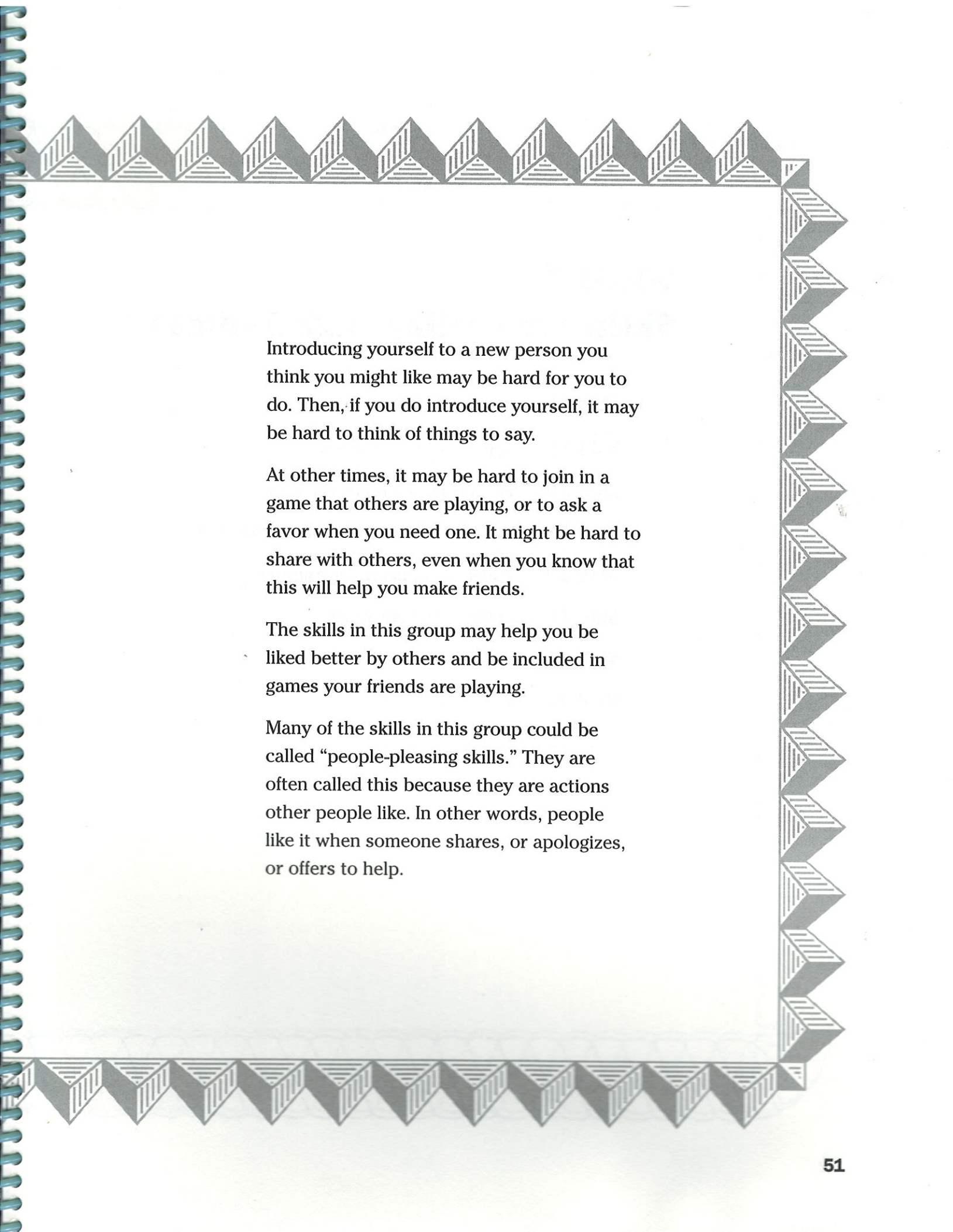




## **GROUP II**

### **Friendship-Making Skills**

- Skill 14** Introducing Yourself
- Skill 15** Beginning a Conversation
- Skill 16** Ending a Conversation
- Skill 17** Joining In
- Skill 18** Playing a Game
- Skill 19** Asking a Favor
- Skill 20** Offering Help to a Classmate
- Skill 21** Giving a Compliment
- Skill 22** Accepting a Compliment
- Skill 23** Suggesting an Activity
- Skill 24** Sharing
- Skill 25** Apologizing



Introducing yourself to a new person you think you might like may be hard for you to do. Then, if you do introduce yourself, it may be hard to think of things to say.

At other times, it may be hard to join in a game that others are playing, or to ask a favor when you need one. It might be hard to share with others, even when you know that this will help you make friends.

The skills in this group may help you be liked better by others and be included in games your friends are playing.

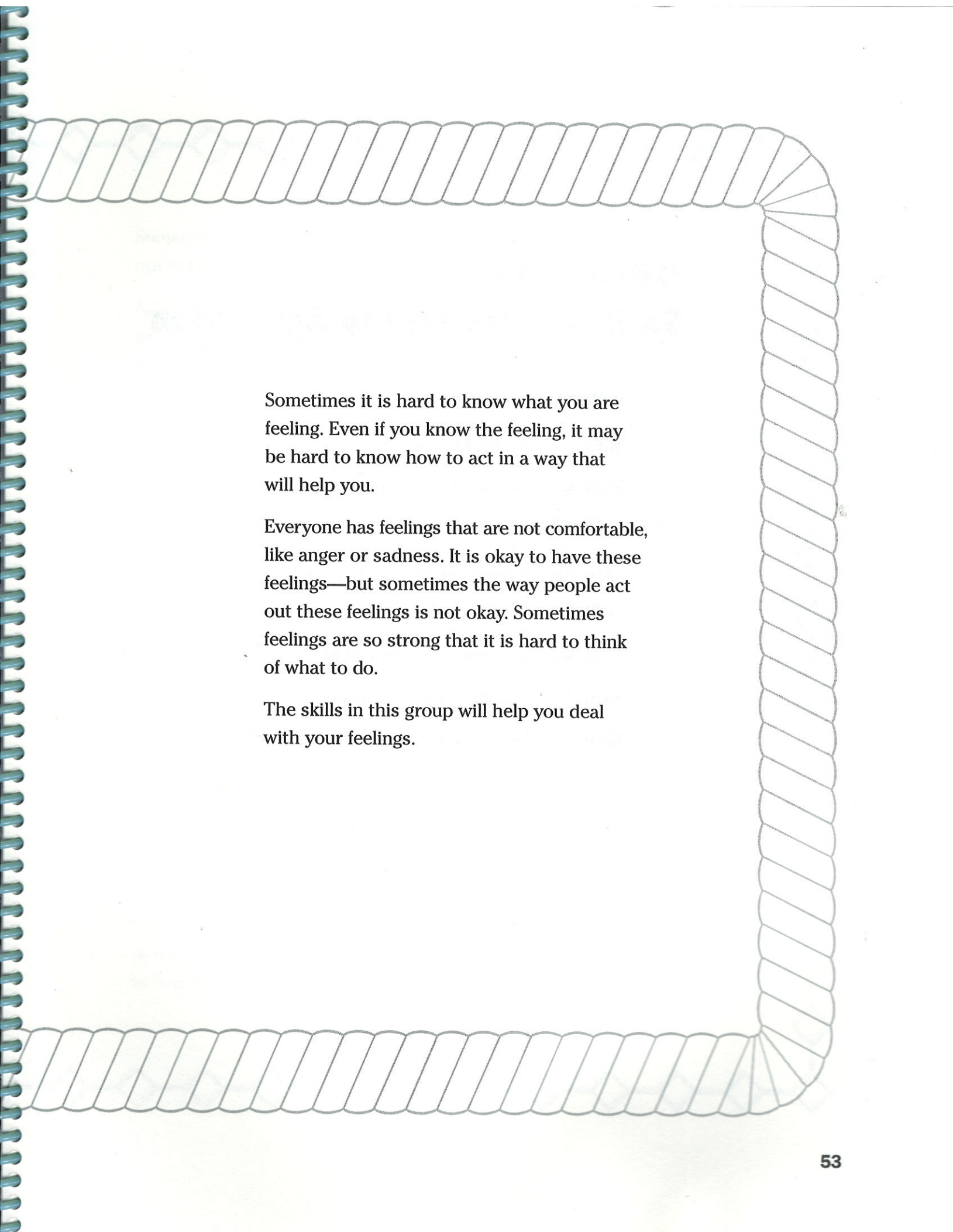
Many of the skills in this group could be called “people-pleasing skills.” They are often called this because they are actions other people like. In other words, people like it when someone shares, or apologizes, or offers to help.

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## **GROUP III**

### **Skills for Dealing with Feelings**

- Skill 26** Knowing Your Feelings
- Skill 27** Expressing Your Feelings
- Skill 28** Recognizing Another's Feelings
- Skill 29** Showing Understanding of Another's Feelings
- Skill 30** Expressing Concern for Another
- Skill 31** Dealing with Your Anger
- Skill 32** Dealing with Another's Anger
- Skill 33** Expressing Affection
- Skill 34** Dealing with Fear
- Skill 35** Rewarding Yourself



Sometimes it is hard to know what you are feeling. Even if you know the feeling, it may be hard to know how to act in a way that will help you.

Everyone has feelings that are not comfortable, like anger or sadness. It is okay to have these feelings—but sometimes the way people act out these feelings is not okay. Sometimes feelings are so strong that it is hard to think of what to do.

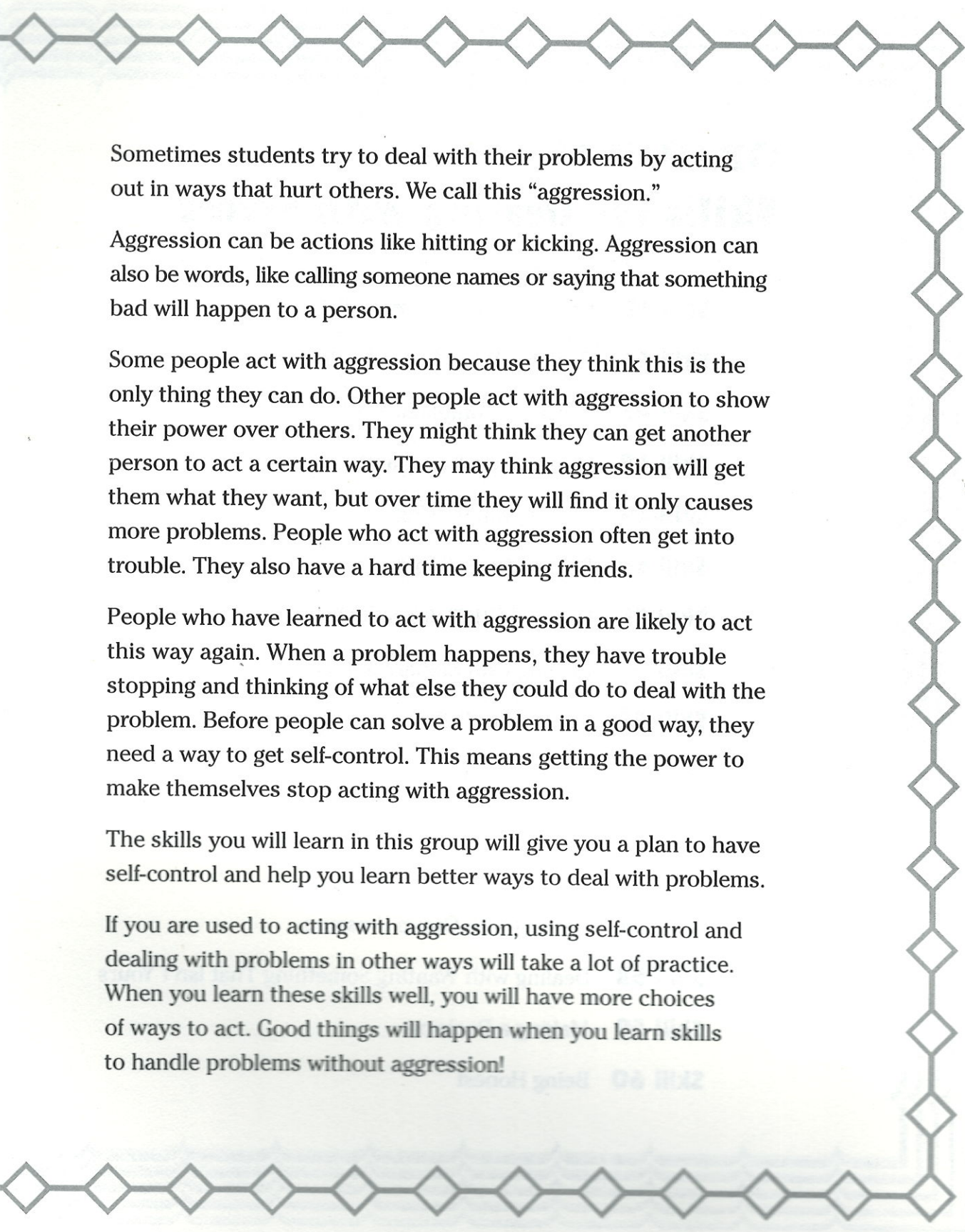
The skills in this group will help you deal with your feelings.



## **GROUP IV**

### **Skill Alternatives to Aggression**

- Skill 36** Using Self-Control
- Skill 37** Asking Permission
- Skill 38** Responding to Teasing
- Skill 39** Avoiding Trouble
- Skill 40** Staying Out of Fights
- Skill 41** Problem Solving
- Skill 42** Accepting Consequences
- Skill 43** Dealing with an Accusation
- Skill 44** Negotiating

A decorative border consisting of a series of diamond shapes connected by lines, forming a rectangular frame around the text.

Sometimes students try to deal with their problems by acting out in ways that hurt others. We call this “aggression.”

Aggression can be actions like hitting or kicking. Aggression can also be words, like calling someone names or saying that something bad will happen to a person.

Some people act with aggression because they think this is the only thing they can do. Other people act with aggression to show their power over others. They might think they can get another person to act a certain way. They may think aggression will get them what they want, but over time they will find it only causes more problems. People who act with aggression often get into trouble. They also have a hard time keeping friends.

People who have learned to act with aggression are likely to act this way again. When a problem happens, they have trouble stopping and thinking of what else they could do to deal with the problem. Before people can solve a problem in a good way, they need a way to get self-control. This means getting the power to make themselves stop acting with aggression.

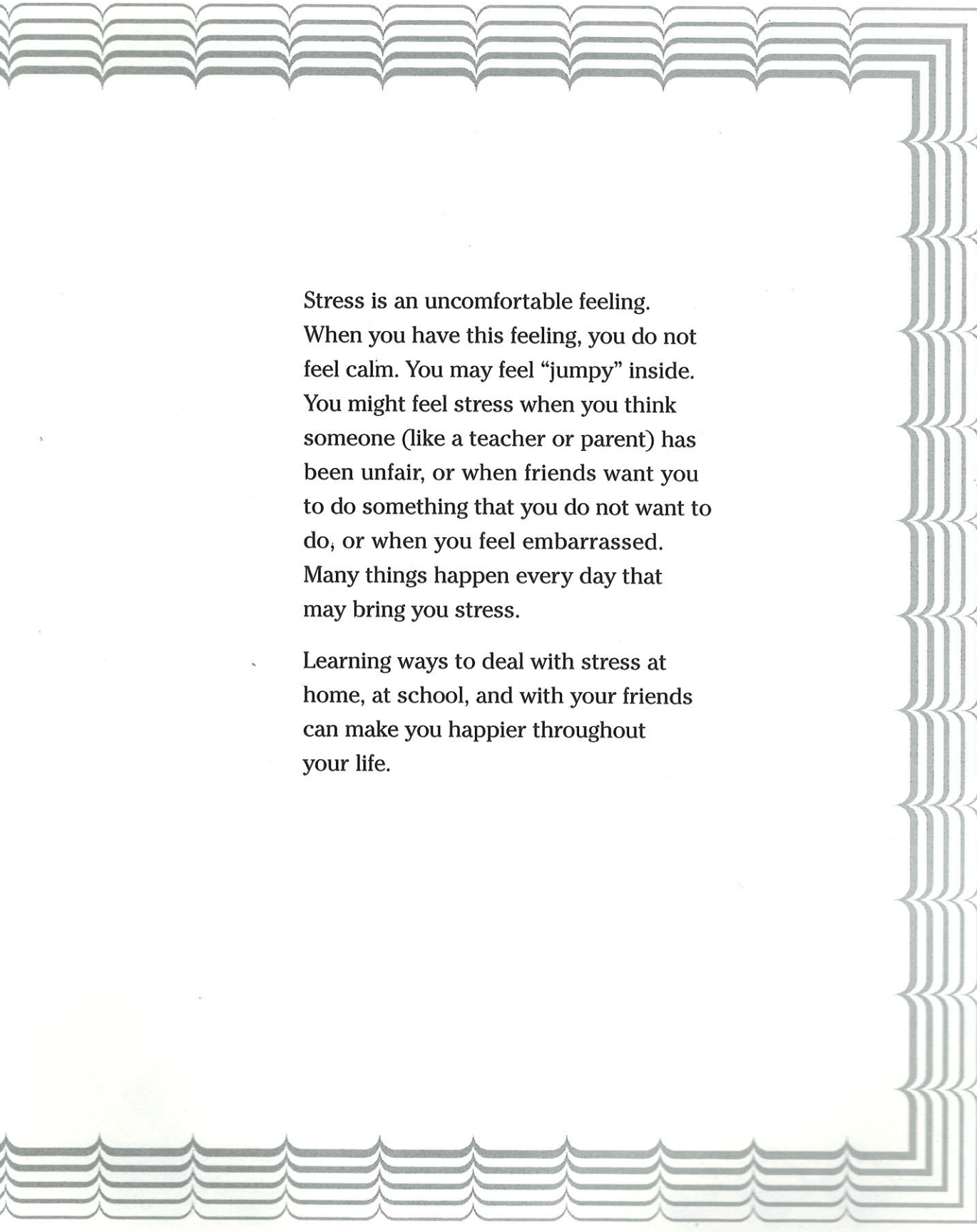
The skills you will learn in this group will give you a plan to have self-control and help you learn better ways to deal with problems.

If you are used to acting with aggression, using self-control and dealing with problems in other ways will take a lot of practice. When you learn these skills well, you will have more choices of ways to act. Good things will happen when you learn skills to handle problems without aggression!

## **GROUP V**

# **Skills for Dealing with Stress**

- Skill 45** Dealing with Boredom
- Skill 46** Deciding What Caused a Problem
- Skill 47** Making a Complaint
- Skill 48** Answering a Complaint
- Skill 49** Dealing with Losing
- Skill 50** Being a Good Sport
- Skill 51** Dealing with Being Left Out
- Skill 52** Dealing with Embarrassment
- Skill 53** Reacting to Failure
- Skill 54** Accepting No
- Skill 55** Saying No
- Skill 56** Relaxing
- Skill 57** Dealing with Group Pressure
- Skill 58** Dealing with Wanting Something That Isn't Yours
- Skill 59** Making a Decision
- Skill 60** Being Honest



Stress is an uncomfortable feeling. When you have this feeling, you do not feel calm. You may feel “jumpy” inside. You might feel stress when you think someone (like a teacher or parent) has been unfair, or when friends want you to do something that you do not want to do, or when you feel embarrassed. Many things happen every day that may bring you stress.

Learning ways to deal with stress at home, at school, and with your friends can make you happier throughout your life.





# 6

## Making It All Work

At this point, you have role-played and tried in your real life many of the Skillstreaming skills. Let's answer some questions now about ways to help Skillstreaming work even better for you.

# 1. Why should I use a certain skill?

It is important for you to understand why you should use a skill or how it will help you. Staying out of trouble, getting along better with friends, and getting your schoolwork done are some of the many ways these skills can benefit you.

If you do not understand how learning a skill will help you, be sure to ask your Skillstreaming teachers.

*For example . . .*

You become angry because a classmate has teased you in front of your friends. If you choose to get in a fight, you have given this classmate the control to get you in trouble and maybe even get hurt. If you use a skill like **Using Self-Control** or **Responding to Teasing** instead, you have made a choice to stay out of trouble and not get hurt.

## 2. With whom should I use the skill?

To decide on someone with whom to use a skill, think about how the other person will act when you use it. How this person usually acts, or has acted in the past, will give you an idea of how well he or she will accept your skill use. Think about what the person has said in the past or how the person has acted without using words.

We call actions without words “body language” or “body talk.” You need to watch and think about the meaning of other people’s body language.

*For example . . .*

Can you think of a time when you asked a friend to go someplace with you, and even when the person said yes, you had the feeling he or she did not want to go?

Or maybe you can think of a time when someone gave you a compliment, but you thought he or she really meant the opposite. It is likely that you had these feelings because of the person’s body language.

When choosing a person with whom to use a skill, you should pay attention to the person's body language. This will give you an idea of how the person might act when you use the skill. If you think that the person will not act in a good way when you use the skill, you should choose a different person or a different skill.

*For example . . .*

If you use the skill of **Asking for Help** and the person you ask is not feeling well or is angry about something else, the skill probably won't work very well.

Before you use the skill of **Joining In**, you should watch how the people act toward you (body language) and what they say to you. This will help you know whether they are likely to let you join in.

### 3. What skill should I choose?

In choosing a skill, it will help if you think about the consequences, or what will most likely happen if you use this skill.

*For example . . .*

If you are using the skill of **Asking Permission** to ask a parent whether you can go to a friend's house, you need to think about the way your parent will act. If you have not done your chores at home, the skill will likely not work very well. It might be better to use **Negotiating** instead. You might say something like "If I clean my room, will you drive me to Joelle's?"

Instead of using the skill of **Asking for Help** with a person who is angry or frustrated, you may choose to use **Listening** or **Recognizing Another's Feelings**.

When a parent is in a hurry and is late, you might choose to use the skill of **Expressing Concern for Another**.

## 4. Where should I use the skill?

You will also need to think about where it is best to use a skill. Some skills are best used in your classroom, and others work out best when used on the playground or in your neighborhood. It is important to think about the place in choosing which skill to use. Ask yourself these questions:

- ▷ Is this a good place to use this skill?
- ▷ Would another place be better?

*For example . . .*

**Suggesting an Activity**  
would be good to use on the  
playground or at home but  
would not be so good to use in  
the classroom during work time.

## 5. When should I use the skill?

To choose a good time to use a skill,  
ask yourself these questions:



Is this a good time to use this skill?



If I use this skill now, how will the person likely act?

*For example . . .*

Using the skill of **Asking a Question** when your teacher is giving directions would not be a good idea. Neither would it be a good idea to use the skill of **Suggesting an Activity** while a parent is fixing dinner.

Watching a person's body language will help you decide if the time is good to use the skill. Choosing a good time will help you use your skills successfully.

## 6. How should I perform the skill?

It is important to plan the way you act out a skill.

*For example . . .*

If you use the skill of **Asking for Help** in an angry way, the person may not want to help you. Or if you use **Responding to Teasing** but are upset or angry, the skill probably won't work well for you.

Earlier we talked about watching a person's body language to get an idea whether this would be a good person with whom to use a skill or a good time to try the skill. Others' body language gives you information about what they mean, and yours gives them information, too!

When using the Skillstreaming skills, you will need to think about your own body language. You might want to think about how you are standing, the expression on your face, and what you are doing with your hands.

Body language is often described as being:

- △ Aggressive (angry)
- △ Unassertive (shy)
- △ Assertive (brave)



**Aggressive or angry behavior includes:**

---

Leaning or standing too close to another person

Making a fist

Folding your arms in front of your body

Clenching your teeth

Staring at the person

Using a loud voice

**Unassertive or shy behavior is the opposite of aggressive behavior. It includes:**

---

Standing too far away from another person

Keeping your hands behind your back

Looking down at the ground

Having a shy look on your face

Using a very soft voice

**Assertive or brave behavior includes:**

---

Standing a comfortable distance from another person

Looking at the person, but looking away at times

Showing good listening behaviors

Acting friendly

Showing self-confidence

Using a normal voice

**Showing assertive or brave behaviors will help you be successful in using your skills.**

---

## 7 • Should I always perform the skill in the same way?

The way you act out a skill must change depending upon the person with whom you are using the skill.

*For example . . .*

The way you start a conversation with a friend is very different from the way you would begin a conversation with an adult. You may say something like “Hey, how are you doing?” to a friend, but this would not work very well if you said it to your teacher. Saying, “Good morning, Ms. Jones” would be much better.

The way you tell a parent or a close friend that you care should also be different from the way you tell these feelings to a favorite teacher.

## 8. What should I do if the skill is not successful?

There will be times when using a skill will not get you what you expect or want. Even very careful planning cannot keep this from happening at times. If the skill is not successful, there are several things you can do.

- △ **Reward yourself for trying the skill.** Think of this use of the skill as another practice.
- △ **Think about your body language when you tried the skill.** Could you have acted in a more assertive or brave way?
- △ **Think of the skill you chose.** Would another skill have been better?
- △ **Think of the time, place, or person with whom you used the skill.** Were there signs that maybe this was not a good time, place, or person?

Although the skills do work most of the time, they may not work every time or with every person. When this seems to be the case, **Responding to Failure** or **Using Self-Control** are good skills to try.

## 9. What if I used the wrong skill?

If you think you used the wrong skill, you can shift to a different skill or use a combination of skills. We call this “skill shifting.”

*For example . . .*

If your use of the **Negotiating** skill is not successful, you may need to use the skill of **Following Instructions**.

If the skill of **Making a Complaint** is not successful, you may need to use the skill of **Accepting Consequences**.

If you often deal with problems with anger or aggression, it may take time for others to understand that you have learned better ways of handling problems. It is important for you to keep using the skills. The more you use these skills, the more likely it is that others will accept your new way of doing things.

# 10. What else can I try?

Sometimes you may need to use more than one skill, or a “skill combination,” to be successful.

*For example . . .*

One student accused of cheating on a test needed to use the skill of **Dealing with an Accusation** and then the skill of **Accepting Consequences**.

Another student who was teased often needed to use the skill of **Dealing with Fear** first, then the skill of **Responding to Teasing**.

**The more practice you have with each skill,  
the easier it will be for you to use skill combinations.**





# Summary

Take the time to ask questions like those we have looked at in this section, and try to plan your skill use carefully. Doing so will increase the chances that the skill will be successful for you.

*After you have completed  
the Skillstreaming group...*

Review your completed homework assignments often.

You can also use this manual to remind yourself to keep on using these very important skills.

# Alphabetical List of Skills

Accepting a Compliment .....	SKILL 22
Accepting Consequences .....	SKILL 42
Accepting No .....	SKILL 54
Answering a Complaint .....	SKILL 48
Apologizing .....	SKILL 25
Asking a Favor .....	SKILL 19
Asking for Help .....	SKILL 2
Asking Permission .....	SKILL 37
Asking a Question .....	SKILL 9
Avoiding Trouble .....	SKILL 39
Beginning a Conversation .....	SKILL 15
Being a Good Sport .....	SKILL 50
Being Honest .....	SKILL 60
Bringing Materials to Class .....	SKILL 4
Completing Assignments .....	SKILL 6
Contributing to Discussions .....	SKILL 7
Dealing with an Accusation .....	SKILL 43
Dealing with Another's Anger .....	SKILL 32



Dealing with Being Left Out .....	SKILL 51
Dealing with Boredom .....	SKILL 45
Dealing with Embarrassment .....	SKILL 52
Dealing with Fear .....	SKILL 34
Dealing with Group Pressure .....	SKILL 57
Dealing with Losing .....	SKILL 49
Dealing with Wanting Something That Isn't Yours .....	SKILL 58
Dealing with Your Anger .....	SKILL 31
Deciding on Something to Do .....	SKILL 12
Deciding What Caused a Problem .....	SKILL 46
Ending a Conversation .....	SKILL 16
Expressing Affection .....	SKILL 33
Expressing Concern for Another .....	SKILL 30
Expressing Your Feelings .....	SKILL 27
Following Instructions .....	SKILL 5
Giving a Compliment .....	SKILL 21
Ignoring Distractions .....	SKILL 10
Introducing Yourself .....	SKILL 14
Joining In .....	SKILL 17
Knowing Your Feelings .....	SKILL 26
Listening .....	SKILL 1

Making a Complaint .....	SKILL 47
Making Corrections .....	SKILL 11
Making a Decision .....	SKILL 59
Negotiating .....	SKILL 44
Offering Help to a Classmate .....	SKILL 20
Offering Help to an Adult .....	SKILL 8
Playing a Game .....	SKILL 18
Problem Solving .....	SKILL 41
Reacting to Failure .....	SKILL 53
Recognizing Another's Feelings .....	SKILL 28
Relaxing .....	SKILL 56
Responding to Teasing .....	SKILL 38
Rewarding Yourself .....	SKILL 35
Saying No .....	SKILL 55
Saying Thank You .....	SKILL 3
Setting a Goal .....	SKILL 13
Sharing .....	SKILL 24
Showing Understanding of Another's Feelings .....	SKILL 29
Staying Out of Fights .....	SKILL 40
Suggesting an Activity .....	SKILL 23
Using Self-Control .....	SKILL 36