Arnold P. Goldstein
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Skillstreaming Procedures

**Modeling**  
(Skill demonstration by trainers)

**Role Playing**  
(Skill rehearsal by youth)

**Performance Feedback**  
(By trainers and youth in group)

**Generalization Training**  
(To increase both transfer and maintenance)
Group I: Relationship Skills

1. Listening Without Interrupting
2. Greeting Others
3. Responding to a Greeting
4. Asking a Question About the Topic
5. Staying on Topic
6. Responding to Questions
7. Taking Turns
8. Complimenting Others
Group II: Social Comprehension

23. Reading Others
24. Reading the Environment
25. Using a Friendly Voice
26. Using a Respectful Voice
27. Giving Information Nonverbally
28. Attending to a Model
29. Respecting Another’s Boundaries
30. Showing Interest in Others
Group III: Self-Regulation

33. Regulating Your Attention
34. Recognizing Anxiety
35. Deciding What Causes Your Anxiety
36. Dealing with Anxiety
37. Checking Your Voice and Interests
38. No Means No
39. Using Self-Control
40. Dealing with Change
Group IV: Problem Solving

45. Determining Private Information
46. Understanding Rules of Swearing
47. Understanding Rules of Touch
48. Planning for Stressful Situations
49. Defining a Problem
50. Considering Alternatives
51. Choosing an Alternative
52. When to Change Strategies
Group V: Understanding Emotions

59. Knowing Your Feelings
60. Feeling Different
61. Expressing Your Feelings
62. Calming Your Feelings
63. Showing Affection
64. Recognizing Another’s Feelings
65. Showing Concern for Another
66. Understanding Another’s Intentions
Group VI: School-Related Skills

68. Asking for Help
69. Ignoring Distractions
70. Contributing to Discussions
71. Taking a Break
72. Setting a Goal
73. Completing Assignments
74. Following Adult Directions
75. Asking for Information
Skillstreaming Training Steps

1. Define the skill.
2. Model the skill.
3. Establish trainee skill need.
4. Select role-player (main actor).
5. Set up the role-play (co-actor, set the “stage”).
6. Conduct the role-play.
7. Provide feedback (order: co-actor, observing trainees, trainers, main actor).
8. Assign skill homework
9. Select next role-player.
Theories of Aggression

- Innate Drives
- Frustration
- Learned Behavior
Multi-Layered

Aggressive behavior, for reasons we will suggest, is typically a difficult behavior to change.

For many youths, its teaching is repetitive, its success is frequent, its rewards are generous, and its punishments are few.
Aggression is simultaneously a **BEHAVIORAL**, **COGNITIVE** and **EMOTIONAL** phenomenon.

So, too, must be the interventions designed to address it.
Original studies conducted by Donald Meichenbaum et al. (1969) looked at the relationship between impulsivity and poor verbal control of overt behavior.
What to change?

• Could hyperactive, impulsive youngsters be trained systematically to alter their problem-solving styles, to think before they act, or to talk differently to themselves?
Overview of a 10 Week Anger Control Training Sequence

Week 1: Introduction
Week 2: Triggers, (external/internal) Cues, and Reducers
Week 3: Triggers, Cues and Reducers
Week 4: Reminders
Week 5: Thinking Ahead
Week 6: Self-Evaluation
Week 7: Angry Behavior Cycle
Week 8: Rehearsal of Full Sequence
Week 9: Rehearsal of Full Sequence
Week 10: Overall Review
Triggers
- External
- Internal

Cues
(Physical Signals)

Anger Reducers
- Count Backwards
- Deep Breathing
- Pleasant Imagery

Reminders
- Positive Self-Talk
- Self-Instructional Talk

Thinking Ahead
- Short-term Consequences
- Long-term Consequences

Self-Evaluation
- Self-Coaching
- Self-Rewarding

Anger Control Chain
Where were you?
- Classroom
- Dorm
- Gym
- Recreation room
- Bathroom
- Team office
- Dining room
- Off grounds
- Hall
- On a job
- Outside/grounds
- Other

What happened?
- Somebody teased me.
- Somebody took something of mine.
- Somebody was doing something I didn't like.
- I did something wrong.
- Somebody started fighting with me.
- Other

Who was the other person?
- Another youth
- Aide
- Teacher
- Counselor
- Other

What did you do?
- Hit back
- Ran away
- Yelled
- Cried
- Walked away calmly
- Broke something
- Was restrained
- Told aide or counselor
- Told peer or adult
- Ignored it
- Used anger control technique
- Talked it out
- Used Skillstreaming skill (identify)
- Not angry at all

How angry were you?
- Burning
- Really angry
- Moderately angry
- Mildly angry but still OK
- Not angry at all
1. Program Introduction

- Rationale
- Rules & Procedures
- Overview of Problem-Solving Steps
- Introduction of the Problem LOG
2. Thinking Errors
(Barriers to Problem Solving)

- **Rationale**
- **Review Session #1**
- **Introduce Thinking Errors**
- **Problem-Solving Worksheet: Identifying thinking errors**
- **Review Session #2**
THINKING ERRORS

1. Self-Centered (SC)
2. Assuming the Worst (AW)
3. Blaming Others (BO)
4. Minimizing (M)
5. Expecting Hostility (EH)
3. Stop and Think (Problem Signs)

* Rationale
* Review Session #2
* Problem Signs
* Stop & Think
* Role-Play: Thinking Errors + Problem Signs + Stop and Think
4. Problem Identification

- Rationale
- Review Session 3
- Begin to define: What is the problem?
- Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification
5. Gathering Information (from your perspective and from others)

* Rationale
* Review Session 4
* Determine - Fact or Fiction? What do I see? What are the facts? What do I need to know?
* Others’ point of view - What do others see? What do others think? What do others feel?
* Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification + Gathering Information (own and others’ perspective)
* Review Session 5
6. Brainstorming Alternatives

* Rationale
* Review Session 5
* Options - What can I say or do?
* Brainstorming – What are my choices?
* Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification + Gathering Information (own and others’ perspective) + Brainstorming Alternatives
7. Evaluating Consequences and Outcomes

- Rationale
- Review Session 6
- Consequences: What will happen if I do or say?
- Choices: How do I decide what to do?
- Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification + Gathering Information (own and others’ perspective) + Brainstorming Alternatives + Evaluating Consequences and Outcomes
- Review Session 7
8. Practice

* Review Session 7
* Overview of sequence
* Role-Play: Thinking Errors + Problem Signs + Stop and Think + Problem Identification + Gathering Information (own and others’ perspective) + Brainstorming Alternatives + Evaluating Consequences and Outcomes
A 16 year old male on probation just found out he failed a drug screen for Vicodin. He is at risk of placement. He needs to tell his father, who he has a good relationship with before his probation officer does.
1. What is the Problem?
2. What are the problem signs (thinking errors)?
3. Problem Identification:
   a. What is my goal
   b. What are the obstacles
   c. What change do I need to make
4. Gathering information
   a. from self
   b. from others
5. Brainstorming Alternatives
6. Evaluation Consequences & Outcomes
   a. what will you do
   b. what will work and what will not
What is Social Perception

• The ability to understand which social skill to use in a given social setting.

• Consideration must be given to understanding the feelings of others in a given setting.
1. Attention Disorder – tendency in persons disposed to anger to perceive the behavior of others as hostile and inflammatory.

2. Mixed Perception - quickly resorting to aggression because it works in other situations.
3. **Attribution Disorder** – blaming one’s own aggressive behavior on circumstances in the situation, while explaining aggression in someone else as a permanent characteristic in that person.

4. **False consensus** – the tendency to believe that more people agree with one’s views than is actually the case. Cannot consider other’s perspective.
5. Cognitive lock - if the person has initially assessed the situation in a particular way, the tendency is to be locked in that perception, even if there is strong evidence to suggest the opposite.
Interpretation of Social Situations

1. The setting of the social situation and its associated rules and norms.
2. The purpose of the interaction, its goals, tasks, and topics.
3. The relationship of the participants, their roles, responsibilities and expectations.
Response Exchanges in Interaction

Our responses can be dictated and may differ dependent on another's response. (Goldstein 2004)
Ruth has been home all day. Many things have gone wrong and she hasn’t done much of the cleaning and cooking she planned. Both Ruth and Evan share the housework. Ruth’s husband Evan comes home and the following exchanges occurs.
Evan walks in the door towards the kitchen and asks “what’s for dinner?”

Ruth answers annoyed, “You just presume that I’ll do all the cooking while you live like a king.”

Evan looks soured and says, irritated, “I was in a hurry getting home; you know I have training on Mondays. You’ve been home all day.”
“It’s always about you and your work, isn’t it? Now it’s time you did some housework, too. I’m not going to spend the rest of my life being your maid!”
- Person is more vulnerable to respond negatively than the way they would normally respond (Ruth is stressed)
- Emotions (Evan did not notice that Ruth was stressed and responded to his own needs)
- Unclear intentions (What did Ruth really want to convey to Evan?)
Program Overview

1. Introduction to Social Perception Training
2. Emotional Awareness
3. Open & Hidden Rules in Different Situations
4. Cultural Differences
5. Setting Events
6. Thoughts, Feelings, Body Signals and Actions
7. Interpreting Others’ Intentions
8. Cognitive Distortions
9. Timing (Right Time and Place)
10. Consequences (If-Then)
EMPATHY AND SOCIAL COMPETENCE TRAINING

Mark Amendola & Robert Oliver, Series Editors

Sara J. Salmen
The ability to put oneself in another’s shoes and understand what someone may be thinking and feeling.
One of the most important components for being able to operate on an emotionally healthy level.
The development of empathy is crucial to students in learning to resolve disputes with their peers and form relationships with others. Many students not only cannot recognize the feeling of others, they are not aware of their own feelings.
Rutgers University actually found that empathy can be factored in as the most important tool in preventing violence (Dobrich and Dranoff, 2003).
*Adolescents needed to learn empathy in a strong, assertive manner, not confusing it with sympathy.*
Empathy is an opponent to aggression and is a tool for reducing harassment and violence while promoting prosocial behavior.
Seeing and understanding the perspective of others is a critical skill set that assists with understanding the use of skill sets taught in Aggression Replacement Training®.
The essence of empathy is sensing what others feel without saying so.
Social Intelligence

The New Science of Human Relationships
Goleman (2006) recently identified the combination of emotional intelligence and empathy as “social intelligence”...

...the ability to develop healthy interpersonal relationships on a social, emotional and psychological level.
ADELMAN TAYLOR MODEL of Social Emotional Learning

The Adelman Taylor Model from UCLA divides students into three groups—

- **Group 1**: The regular student
- **Group 2**: The mildly at risk student
- **Group 3**: The student with serious issues

- **Group 1**: The Regular Ed. Student needs SOME Social Emotional Learning.
- **Group 2**: Needs More Social Emotional Learning.
- **Group 3**: Most
Social Emotional Learning (SEL)

- SEL is the knowledge, habits, skills and ideals that are at the heart of a child's academic, personal, social, and civic development.
- This type of learning enables individuals to
  - recognize and manage emotions,
  - develop caring and concern for others, make responsible decisions,
  - establish and maintain positive relationships, &
  - handle challenging situations effectively.
Framework for Student Success: SEL Instruction

Recognizing one's emotions and values as well as one's strengths and limitations

Managing emotions and behaviors to achieve one's goals

Making ethical, constructive choices about personal and social behavior

Social & emotional learning

Self-awareness
Self-management
Social awareness
Responsible decision-making
Relationship Skills

Showing understanding and empathy for others

Forming positive relationships, working in teams, dealing effectively with conflict
Framework of SEL Competencies

- Self Awareness
  - Identifying and recognizing emotions
  - Accurate self perception
  - Recognizing strengths, need and values
  - Self effectiveness
  - Spirituality
SEL Competencies

- Social Effectiveness
  - Accurate perspective
  - Empathy
  - Appreciating diversity
  - Respect for others
SEL Competencies

- Responsible Decision Making
  - Problem solving
  - Evaluation, reflection and goal setting
  - Personal, moral and ethical responsibility
SEL Competencies

- Self-Management
  - Impulse control and stress management
  - Self motivation and discipline
  - Anger management
  - Goal setting and organizational skills
SEL Competencies

- Relationship Management
  - Communication, social engagement and building relationships
  - Working cooperatively
  - Negotiation, refusal and conflict management
  - Seeking and providing help to others
Focus on Feelings

- First students learn to identify feelings in a general manner by discussing situations and what type of feeling might result.

- It is important to teach the language of feelings first before one can recognize, identify and express feelings.
Students practice the skill of listening empathetically after learning the procedure for responding to the feelings of others.

As students gain experience in this area, they learn the skill steps to dealing with their feelings and the feelings of others.
Lessons in this section use a variety of techniques, including role-play and discussion.

You will help the students also learn how to respond with empathy by summarizing what people say and by guessing and reflecting back the person’s feeling.
Patient and skilled instructors help by repetition, frequent practice, and affirmation of attempts and approximations of the desired outcomes.
What is Moral Development?

- Moral development involves thoughts, feelings and behaviors regarding standards of right and wrong.
- Moral development consists of intrapersonal and interpersonal dimensions.
- What are some of these intrapersonal codes of conduct? Interpersonal?
Moral Identity

• A person's use of moral principles to define the self.

• Moral identity determines not merely what the person considers to be the right course of action but also why he or she would decide: “I myself must take this course.”
Sadie’s Problem Situation

Sadie is a very quiet girl who does not really stand up for herself when some of her classmates pick on her. Instead Sadie just hides in her book and ignores it. Sadie is tired of being bullied and has tried to ask her classmates nicely to stop but they won’t.

Sadie has been thinking about fighting the next person who makes fun of her. This morning Sadie got into an argument with her parents because she was upset and did not want to shower before school. Sadie goes to school without showering and sees the classmates that usually make fun of her; her fists start to clench.
Phase 2: Cultivate Mature Morality

a) Establish mature morality as the tone for the meeting (e.g., eliciting, listing on easel pad or chalkboard mature reasons for each positive majority decision, Ask, Don’t Tell)

b) After each question establish group consensus, if possible. No matter what the majority answers are, if the trainees don’t articulate the moral response the facilitator should do so.
CHARACTER EDUCATION
Character Strengths and Virtues

A HANDBOOK AND CLASSIFICATION

Christopher Peterson
Martin E. P. Seligman
1. Self-Regulation

2. Hope

3. Grit

4. Integrity

5. Bravery

6. Social Intelligence
7. Fairness

8. Kindness

9. Curiosity

10. Optimism

11. Zest

12. Gratitude
Self Regulation

What is Self Regulation?

Developing Self Regulation

Self Regulation

How to Make the Right Choice

Target: Self Regulation
Journal Questions

A) Chronicle major events in your life where you did not use self regulation. Be as comprehensive as you can by developing a personal history that goes back as far as you can remember.

1. What happened?

____________________________________________________________________________________

2. What was your response?

____________________________________________________________________________________

3. Pick several situations that you have written about and discuss how if you had used self control there would have been a different outcome. Be specific as to a different outcome. Be specific as to what you could have done differently.