Evidence Based
Social Skill Instruction Programs

The following is not intended to provide a complete list of evidence based programs, but represents a collection of programs that incorporate evidence based practices.

Elementary

Social Skills Intervention Guide (K-12)
Gresham, F.M. & Elliott, S.N. (2008) *Social skills intervention guide*. Minneapolis, MN: Pearson. Frank M. www.pearsonassessments.com/ssig.aspx

In addition to the 20 instructional units, the SSIS Intervention Guide provides optional intervention strategies, resources that support instruction, and tools to monitor program effectiveness and student progress. The resource disc that accompanies the guide includes: Skill Cue Cards, Notes to Parents, Letters to Parents (Consent Form, Overview Letter, Completion Letter, Follow up Letter, Classwide Notification), Progress Forms, Intervention Integrity Forms, Certificates of Completion, Video and Video Clip Index.

Social Skill Domains
- *Communication :* The act or process of imparting or interchanging thoughts, opinions, or information by speech, writing or signs. Key terms: conversation, interchange, talk, information transmittal, nonverbal communication, basic pragmatics
- *Cooperation:* The act or instance of working or acting together for a common purpose; more or less active assistance from a person; willingness to help or work together. Key terms: joint action, collaboration, synergy, partnership, teamwork, coalition, participation, mutual assistance
- *Assertion:* A positive statement or declaration, often without support or reason; an act of sticking up for oneself or for what is right. Key terms: claim, bold declaration, affirmation, clear and firm statement.
- *Responsibility:* The ability to make moral or rational decisions on one's own, and to be answerable for one's behavior; the quality or state of being trustworthy or dependable. Keywords: trustworthiness, reliability, doing one's duty, dependability, accountability, liability
- *Empathy:* Identification with or understanding of another's situation, feelings, thoughts, attitudes, or motives; the ability to imagine how another person is feeling and to understand his or her mood. Key terms: sympathy, compassion, commiseration, understanding, kindness, warm-heartedness, benevolence, philanthropy
- *Engagement:* The act of involving someone in an activity; involving oneself or becoming occupied; the act of sharing in the activities of a group. Key terms: participation, involvement, connecting, interest
- *Self-control:* Control or restraint of oneself or one's actions or feelings; the ability to control one's emotions and remain calm even when feeling angry, afraid, excited or upset. Key terms: poise, self-restraint, reserve, self-regulation, level-headedness.

Skillstreaming the Elementary School Child (2-6)
McGinnis, E. & Goldstein, A.P. (1997). *Skillstreaming the elementary school child: New strategies and perspectives for teaching prosocial skills*. Champaign, IL: Research Press.

www.researchpress.com

Skillstreaming addresses the social skill needs of students who display aggression, immaturity, withdrawal, or other problem behaviors. This newly revised book offers the most up-to-date information for implementing the *Skillstreaming* approach, which utilizes modeling, role playing, performance feedback, and transfer (homework). Students develop competence in dealing with interpersonal conflicts and learn to use self-control. The curriculum contains 60 skill lessons and includes five skill groups: Classroom Survival Skills, Friendship-Making Skills, Dealing with Feelings, Alternatives to Aggression, and Dealing with Stress.

Content
- 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

PATHS: Promoting Alternative THinking Strategies (K-6)
Kusche, C.A. & Greenberg, M.T. (1997). *PATHS: Promoting alternative thinking strategies.* South Deerfield, MA: Channing-Bete.
www.channing-bete.com/prevention-programs/paths/

The *PATHS* program facilitates the development of self-control, positive self-esteem, emotional awareness, and interpersonal problem-solving techniques -- all skills that work to reduce classroom disruptions caused by bullying and other hostile behavior. The *PATHS®* program is grounded in the science of children's brain development, which has determined that children experience and react to strong emotions before developing the cognitive abilities to verbalize them. The *PATHS* program's practical, effective strategies teach children how to label their feelings and apply self-control strategies, leading to significant improvements in coping skills, classroom behavior, and verbal fluency.

Conceptual Domains
- Self-control
- Emotional understanding
- Self-esteem
- Peer relations
- problem solving

The ACCEPTS Program
Walker, H., McConnell, S., et al (1988). *The Walker Social Skills Curriculum:* A Curriculum for Children's Effective Peer and Teacher Skills (*ACCEPTS*). Austin , TX: Pro-ed
www.proedinc.com

ACCEPTS is a complete curriculum for teaching classroom and peer-to-peer social skills to children with or without disabilities in Grades K through 6. The curriculum, designed for use by regular and special education teachers, cognitively teaches social skills as subject matter content. The program can be taught in one-to-one, small-group, or large-group instructional formats. *ACCEPTS* includes a nine-step instructional procedure based on the principles of direct instruction; scripts that teach critically

important teacher-child behavioral competencies and peer-to-peer social skills; and behavioral management procedures.

Skill Domains
- *Classroom Skills* : Listening to the Teacher, When the Teacher Asks You to Do Something, Doing Your Best Work, and Following Classroom Rules
- *Basic Interaction Skills:* - Eye Contact, Using the Right Voice, Starting, Listening, Answering, Making Sense, Taking Turns, Questions, and Continuing
- *Getting Along Skills*: Using Polite Words, Sharing, Following Rules, Assisting Others, and Touching the Right Way
- *Making Friends Skills:* Good Grooming, Smiling, Complimenting, and Friendship Making
- *Coping Skills:* When Someone Says No, When You Express Anger, When Someone Teases You, When Someone Tries to Hurt You, When Someone Asks You To Do Something You Can't Do, and When Things Don't Go Right

SECONDARY

Social Skills Intervention Guide (K-12)
Gresham, F.M. & Elliott, S.N. (2008) *Social skills intervention guide*. Minneapolis, MN: Pearson. Frank M. www.pearsonassessments.com/ssig.aspx

In addition to the 20 instructional units, the SSIS Intervention Guide provides optional intervention strategies, resources that support instruction, and tools to monitor program effectiveness and student progress. The resource disc that accompanies the guide includes: Skill Cue Cards, Notes to Parents, Letters to Parents (Consent Form, Overview Letter, Completion Letter, Follow up Letter, Classwide Notification), Progress Forms, Intervention Integrity Forms, Certificates of Completion, Video and Video Clip Index.

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Think first: Addressing Aggressive Behavior in Secondary Schools (7-12)
Larson, J (2005). *Think first: Addressing aggressive behavior in secondary schools.* NY, NY: Guilford Press. www.guilford.com

This highly practical book presents a complete anger and aggression management training program for middle and high school students. The volume incorporates a newly revised version of the author's proven "Think First" manual, which includes step-by-step skills training guidelines and 20 reproducible handouts and forms. Also provided are a clear rationale for the program and thorough instructions for screening and assessing those students who could benefit most from participation. Showing how to integrate small-group cognitive-behavioral skills training into an effective schoolwide disciplinary framework, the book offers vital tools for promoting prosocial behavior and decreasing violence risks among all students. It is an essential resource for professionals who seek both a better understanding of adolescent aggression and nuts-and-bolts strategies for dealing with it.

Content
- Module I. Introduction, Choices, and Consequences
- Module II. Hassle Log and Anger Reducers
- Module III. Anger Triggers and Attribution Retraining
- Module IV. Self-Instruction and Consequential Thinking
- Module V. Social Problem-Solving

Skillstreaming the Adolescent (7-12)
Goldstein, A.P. & McGinnis, E. (1997). *Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills*. Champaign, IL: Research Press. www.researchpress.com

Skillstreaming addresses the social skill needs of students who display aggression, immaturity, withdrawal, or other problem behaviors. This newly revised book offers the most up-to-date information for implementing the *Skillstreaming* approach, which utilizes modeling, role playing, performance feedback, and transfer (homework). Students develop competence in dealing with interpersonal conflicts and learn to use self-control. The curriculum contains 50 skill lessons and includes six skill groups: Beginning Social Skills, Advanced Social Skills, Dealing with Feelings, Alternatives to Aggression, Dealing with Stress, and Planning Skills.

Contents
- Group I Beginning Social Skills
- Group II Advanced Social Skills
- Group III Skills for Dealing with Feelings
- Group IV Skill Alternatives to Aggression
- Group V Skills for Dealing with Stress

- Group VI Planning Skills

Prepare Curriculum: Teaching Prosocial Competencies (7-12)
Goldstein, A. P. (1999). The prepare curriculum: Teaching prosocial competencies. Champaign, IL:
Research Press.
www.research press.com

This manual has been recently revised and expanded to include new and updated materials, procedures, and 93 supplementary exercises. *PREPARE* presents a series of 10 course-length interventions grouped into three areas: reducing aggression, reducing stress, and reducing prejudice. It is designed for use with middle school and high school students and can also be adapted for use with younger students. The 93 supplementary exercises involve games, role plays, reading and writing, drawing, brainstorming, group discussion, relaxation, tape recordings, photography, and other hands-on activities. The book examines important issues such as behavior management, assessment, motivation, and transfer and maintenance of skills.

Contents
Part I - Aggression Reduction
- Skillstreaming Skills for Adolescents
- Situational Perception Training
- Anger Control Training
- Moral Reasoning Training
Part II - Stress Reduction
- Stress Management Training
- Problem-Solving Training
- Recruiting Supportive Models
Part III - Prejudice Reduction
- Empathy Training
- Cooperation Training
- Understanding and Using Groups

The ACCESS Program
Walker, H., Todis, B.., Holmes, D., & Horton, G. (1988). *The Walker Social Skills Curriculum:* Adolescent curriculum for communication and effective social skills (*ACCESS)*. Austin , TX: Pro-ed
www.proedinc.com

Adolescent Curriculum for Communication and Effective Social Skills *ACCESS* is a complete curriculum for teaching effective social skills to students at middle and high school levels. The program teaches peer-to-peer skills, skills for relating to adults, and self-management skills. The *ACCESS* curriculum, which is designed for use by both regular and special education teachers, may be taught in one-to-one, small-group, or large-group instruction formats. *ACCESS* contains teaching scripts for 30 social skills identified by secondary teachers and students as critical for social competence; an eight-step instructional procedure; student study guide containing role-play scripts, discrimination exercises, and student report forms for contracted practice; and suggestions for grouping of students as well as motivational, behavior management, and generalization strategies.

Skill areas:

- *Relating to Peers*: Listening, Greeting Others, Joining In, Having Conversations, Borrowing, Offering Assistance, Complimenting, Showing a Sense of Humor, Making and Keeping Friends, Interacting with the Opposite Sex, Negotiating, Being Left Out, Handling Group Pressures, Expressing Anger, and Coping with Aggression
- *Relating to Adults*: Getting an Adult's Attention, Disagreeing with Adults, Responding to Requests, Doing Quality Work, Working Independently, Developing Good Work Habits, Following Classroom Rules, and Developing Good Study Habits
- *Relating to Yourself*: Taking Pride in Your Appearance, Being Organized, Using Self-Control, Doing What You Agree To Do, Accepting the Consequences of Your Actions, Coping With Being Upset or Depressed, Feeling Good About Yourself