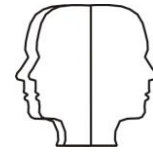


Lesson 12 – Social Skill: Making a Complaint



Summary and Rationale

This social skills lesson teaches individuals to express a complaint to an individual or a group of individuals about a situation, condition, or a fact with which they are dissatisfied or unhappy. This skill provides a pro-social alternative to a stressful or problem situation – one in which the group member is empowered to take control of his/her circumstances.

Concepts and Definitions

Making a complaint provides an opportunity for an individual to decide what to complain about and to whom, inform the other person about the complaint, and tell the person what might be a mutual, acceptable alternative.

Objectives – As a result of this lesson the group members will:

1. Describe the importance of **making a complaint**.
2. Perform the steps of **making a complaint** during the Lesson.
3. Perform the steps of **making a complaint** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

Supplements

Charts – Make before facilitating lesson. (See supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol:



Handouts – Make copies before lesson. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



H-12-1-Pocket Skill Cards
H-12-2-Homework Sheet

Presentation Slides – Make transparencies if projector is not available. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



P-12-1-Lesson Title
P-12-2-Understanding the
Feelings of Others Definition
P-12-3-Understanding the
Feelings of Others Skill Steps
P-12-4-Homework
P-12-5-Homework, continued
P-12-6-Making a Complaint
Definition
P-12-7-Making a Complaint
Skill Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press.

Activity 1: Homework Review

Hello again! Before you learn a new skill, let's briefly review the last skill you learned, **understanding the feelings of others**. This skill focused on developing your ability to observe another person and identify what he/she may be feeling by looking at his/her actions or listening to what he/she is saying.

There were several steps to effectively using this skill. Will someone tell us what they are?

(Answer: Watch the other person; Listen to what the person is saying; Figure out what the person might be feeling; Think about ways to show you understand what he/she is feeling; Decide on the best way and do it.)

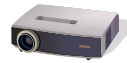


P-12-1



**Thinking
for a
Change**


Lesson 12 –
Social Skill:
Making a Complaint



P-12-2

Understanding the Feelings of Others - Definition

Ability to observe another person and identify what they may be feeling by looking at their actions and listening to what they are saying




P-12-3

Understanding the Feelings of Others

1. Watch the other person
2. Listen to what the person is saying
3. Figure out what the person might be feeling
4. Think about ways to show you understand what he/she is feeling
5. Decide on the best way and do it

Have the group read the steps of the skill. (If there is time, you may wish to have individuals take turns reading a step of

Your homework was to practice using the skill, **understanding the feelings of others**. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill: The situation, when you did the skill, where, and with whom.
- What was your thinking check-in?
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

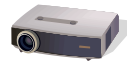
the skill and stating whether it is a thinking step or an action step.)



P-12-4

Homework Review

- Review the situation where you practiced the skill
- Read "when you did the skill, where, and with whom"
- Complete thinking check-in for the homework --- read your answers to the 4 questions in that section



P-12-5

Home Work Review cont.

- What did you do to follow each step of the skill? Be specific
- Describe another situation where you will use the skill again



Choose a group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the

Activity 2: Overview of Social Skill: Making A Complaint

Today you will learn another skill, **making a complaint**. What do you think this skill, **making a complaint**, is about?

*(Example answer: **Making a complaint** is about the appropriate way to complain or get some assistance if things aren't working the way you think they should.)*

Why do you think it might be an important skill for you to have “in your pocket?”

(Example answer: It provides you a way to decide what to complain about and to whom; inform the individual about the complaint and tell the person what might be a mutual, acceptable alternative.)

Define the Skill

This skill is a way to decide what to complain about and to whom, inform the individual about the complaint, and tell the person what

social skill - don't spend too much time on any one's homework.

Reinforce appropriate thinking check-ins.



P-12-6

might be a mutual, acceptable alternative.

Based on that definition, start to think about times when you may have had difficulty in situations where you had to make a complaint to some one else.

We will have an opportunity to talk about what **making a complaint** means to you and how you might use it in a little bit.

Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **making a complaint**. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future. Then you will have a chance to try it out here in class.

Review Action and Thinking Steps

Definition

Remember that we have talked about how every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

What is a thinking step about?

(Answer: A thinking step is something that you say to yourself and that can't be seen.)

Making a Complaint - Definition

- A way to decide what you don't like and whom to tell
- Inform the individual about the complaint
- Describe to that person what might be a mutual, acceptable alternative



What are you supposed to do when you do a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what is that about?

(Answer: It is called that because you can actually see the person doing that skill step.)

Skill Step Identification

Would *(group member name)* read step 1 of the skill and tell us if that is a thinking step or an action step.

(Answer: Decide what your complaint is. Thinking.)

(Group member name) read step 2 of the skill. Is this a thinking step or an action step?

(Answer: Decide whom to complain to. Thinking.)

Would *(group member name)* read step 3 of the skill? Is it a thinking step or an action step?

(Answer: Tell that person your complaint. Action.)

(Group member name) read step 4 of the skill. Tell us if that is a thinking step or an action



P-12-7

Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would like done about the problem
5. Ask how he/she feels about what you've said

Be sure to take every opportunity to read the steps of the skill, not just say the number when either assigning the steps or referring to them.

Ask a different group member to read each step

step.

(Answer: Tell that person what you would like done about the problem. Action.)

Would (*group member name*) read step 5 and tell us if that is a thinking step or an action step.

(Answer: Ask how he/she feels about what you said. Action.)

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Making a Complaint

Now Mr./Ms. _____ and I will model the skill for you. Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

I have missed my commissary visit for the last three weeks because of a schedule conflict with my school program. My instructor never

of the skill (in sequential order).

As they read the skill step, have the individual (or the group) identify whether the step is a thinking step or an action step.

Thank each individual and provide positive feedback for reading.



H-12-1

Pocket Skill Cards, Making a Complaint

The purpose of a modeling display is to demonstrate the steps of the skill.

Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting; Youth, adult, probation, parole, or

lets me leave class to get to the commissary! I want to express a complaint.

Modeling Display Option #2 – Probation or Parole settings:

I am doing community service as a condition of release. My supervisor told me she has to cut my work hours, which means I will have to work for an additional 6 weeks to complete my community service requirement. I want to tell her that stinks.

Modeling Display Option #3 – Generic setting for youth:

I am the older of 2 children, and my mother always makes me clean up after my little brother. I want to make a complaint about the unfair division of chores.

incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience, but the core elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when

Activity 4: Discuss Modeling Display

performing thinking steps (steps 1 and 2).

As you model the steps, exaggerate the qualities of each. Model alternative thinking. For example in Modeling Display Option #3: In step 2, identify several options (e.g., you can complain to your mother, or to your brother, or to your father).

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the step of the skill. Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or

In step 1, “Decide what your complaint is,” did _____ do that? What was the complaint?

In step 2 did _____, “decide who to complain to”? Who did _____ decide to complain to?

In step 3, did _____, “tell _____ their complaint”? What did he/she say?

In step 4, did _____ “tell _____ what they would like done about the problem”? What did _____ suggest?

And step 5, did _____ “ask how _____ felt about what was said”? What did _____ say?

Group Members Identify a Specific Situation

hear?”

(Answer: He/she pointed to his/her head and said...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

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Be sure that all group members identify a

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here, you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an

specific current or immediate future real life situation, identifying specific information such as: Who, when, and where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an

opportunity to try out the skill during this lesson.

Activity 5: Group Member Role Play of the Skill

To the Main Actor

To whom are you going to be **making a complaint**?

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

opportunity to try out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation).

Set the stage for the role playing, including props, arrangements, and set description.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that main actor has a Pocket Skill Card and is facing either a chart or a screen that has

To the Co-actor

Try to play the part of _____ as best you can. Say and do what you think _____ would do as (*main actor*) follows the steps of the skill.

Please don't ham it up. Remember that we want (*main actor*) to succeed in performing the steps of the skill.

Assign Each Group Member a Skill Step**To Group Members**

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

In fact, (*group member name*), you watch step 1 to see how well (*main actor*) decides what the complaint is.

(*Group member name*), you look for step 2 and see if (*main actor*) decides whom to complain to.

(*Group member name*), look for step 3 and see

the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

if (*main actor*) tells that person the complaint.

(*Group member name*), see if (*main actor*) carries out step 4 and describes what he/she wants done about the problem.

(*Group member name*), watch to see if (*main actor*) uses step 5 by asking how (*co-actor*) feels about what he/she has said.

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

Activity 6: Discuss Role Play

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1- 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the role player (*main actor*) followed the steps of the skill, and not how well

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1, “Decide what your complaint is”? Did (*main actor*) do that? What was the complaint?

Who had step 2? Can you tell us if (*main actor*) did that? Did he/she “decide whom to complain to”? Who did he/she decide to complain to?

Who had step 3? Did (*main actor*) “tell (*co-actor*) his/her complaint”? What did he/she say?

Who had step 4? Did (*main actor*) “tell (*co-actor*) what he/she would like done about the problem”? What did (*main actor*) suggest?

And step 5, did (*main actor*) “ask how (*co-actor*) felt about what was said”? How did (*main actor*) do this step?

he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, “yeah, he did step one”, or “he did the step” does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for the role player (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the steps of the skill.

At this point the main actor will have followed all the steps. The facilitator should ensure that the main actor has received positive reinforcing statements; "You have followed the steps in order, as modeled."

Adjust the sample feedback statement in the lesson plan as needed according to the specific

Activity 7: Repeat Activities 5 and 6 with all Group Members

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next lesson do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.

role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display.)

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-12-2-Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into

- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, your homework must include a thinking check-in.

Activity 9: Wrap-up

Next time you will learn another social skill. We will also have an opportunity to review your homework to see how well you did practicing, **making a complaint**. See you next time.

his/her thoughts, feelings, attitudes and beliefs, and behavior.