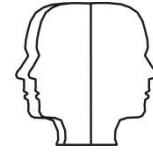


# Social Skill: \* \_\_\_\_\_

## Aftercare

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## Summary and Rationale

Social skills provide 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

1. Social skills are tools we use when we interact with other people to get what we want, maximizing the positive and minimizing the negative responses from others.
2. This week's social skill is \_\_\_\_\_. The operational definition for *(insert skill name)* is: \_\_\_\_\_  
(Note to group facilitator: provide a concrete and simple definition of the social skill you choose.)

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

1. Describe the importance of *(insert skill name)*.
2. Perform the steps of *(insert skill name)* during the lesson.
3. Perform the steps of *(insert skill name)* in real life situations.

# Major Activities

**Activity 1:** Overview of Social Skill

**Activity 2:** Model the Skill

**Activity 3:** Discuss Modeling Display

**Activity 4:** Group Members Role  
Play Skill

**Activity 5:** Discuss Role Play

**Activity 6:** Repeat Activities 4 and 5 with  
all group members

**Activity 7:** Assign Homework

# 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-Pocket Skill Cards\*  
(Facilitators will have to  
make skill cards for  
appropriate social skill).  
H-B-1-Homework

**Presentation Slides\*** –  
Facilitators will need to make  
presentation slides or  
transparencies for the social  
skills aftercare lessons.

Denoted in lesson plan  
template with this symbol:



P-Lesson Title  
P-Skill Definition  
P-Skill Steps

*\*Refer to Appendix C for a list of 50 social skills to choose from when deciding what social skill lesson to run. Appendix C contains the steps for each of those skills. Create presentation slides and pocket cards based on these skills and 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 (If Applicable) and Overview of Social Skill

### Homework Review (Use if Group Members Practiced a Specific Skill Before This Session)

Hello again! Before you learn a new skill, let's briefly review the last skill you learned.

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

Your homework was to practice using (*name the skill*). Take out your homework and let's quickly review.

- Tell us about practicing the skill – when

The homework review is a quick check-in that you will facilitate if the group members were assigned homework in a previous session.

If applicable, provide a brief summary of the last skill practiced (social skill, the skill of cognitive self-change or a problem solving skill). Say a sentence of two that captures the essence of the skill.

If applicable, have the group read the steps of the skill learned in the previous session.

If applicable, choose a group member and take a minute to review the homework.

Repeat with all group

you did the skill, where and with whom.

- 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?

Today, you will learn the social skill \_\_\_\_\_. What do you think this skill is about?

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

**Define the Skill**

Based on t definition, start to think about how this skill might apply to you.

You will have an opportunity to talk about what this skill means to you and how you might use it in a little bit.

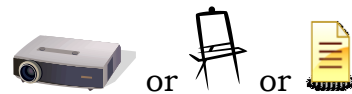
Mr./Ms. \_\_\_\_ and I will do a brief vignette that shows you the steps of the skill. After you have had a chance to watch us model this for you, you will talk about times when you may have to or want to use the skill in the near future. Then you will have a chance to try it out here in class.

members.

This is a quick report of their practice with the skill – don’t spend too much time on any one’s homework.

Facilitate a short group discussion.

Facilitate a short group discussion.

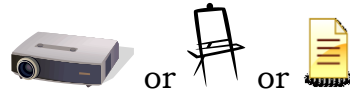


Definition of Today’s Social Skill

Create appropriate definition of the skill.

### 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? (*Repeat process for each skill step*).



### Skill Steps

List the steps of the skill on a presentation slide, chart, and/or handout.

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 a step 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.

### Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when you try-out the skill here in class or practicing the skill in real life situations.

### Activity 2: Model the Skill

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

**Modeling Display** *(Short summary of the situation inserted here)*



Note to Group

Facilitators: You will have to make a pocket card that lists the skill of the lesson and its skill steps.

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

You will need to create a modeling display for a situation that applies to your group setting: Youth, adult, community, or incarceration.

It is essential that you have written and practiced the modeling display before the session. When preparing the steps of the skill, be certain that you and your co-facilitator understand what the steps say and imply so you can model each step

**Activity 3: Discuss Modeling Display**

accurately and precisely.

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 steps of the skill exactly. Be sure to point to your head and talk aloud when performing thinking steps.

After the modeling display, ask group members to discuss the skill steps they observed.

The modeling display must be a picture perfect representation of the steps of the skill.

Therefore, the only answer to these questions



In step 1, (*say the words of the step*), did \_\_\_\_\_ do that? What evidence did you see or hear?

In step 2, (*say the words of the step*), did \_\_\_\_\_ do that? What evidence did you see or hear?

In step 2, (*say the words of the step*), did \_\_\_\_\_ do that? What evidence did you see or hear?

### **Group Members Identify a Specific Situation**

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

about performing the steps is always, “yes.”

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

Be sure to read the steps of the skill, not only say their number

Repeat for process for any remaining skill steps.

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such

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 would 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 opportunity to try out the skill during this lesson.

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 would 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 the session with the situation he/she

## Activity 4: Group Member Role Play of the Skill

### To the Main Actor

With whom will you be using this skill?

### 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.

### To the co-actor

has described.

Designate the volunteer as the main actor, and ask the group member 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 the skill steps on it.

Have the main actor brief the co-actor by giving

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.

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

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

In fact, (*group member name*), you watch step 1, (*say the words of the step*) to see how well (*main actor*) role plays it.

(*Assign a skill step to each observing group member*)

**Begin Role Play**

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

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.

Begin the role play, ensuring that they follow the steps of the skill exactly.

If he/she doesn't, **stop**

## Activity 5: Discuss Role Play

### 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, (*say the words of the step*)? Did (*main actor*) do that? What evidence was there?

Who had step 2, (*say the words of the step*)?

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 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.

**Content**

**Notes**

Did (*main actor*) do that? What evidence was there?

*(Repeat for remaining steps)*

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 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.

**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 for your homework, in a real life situation.

### Activity 6: Repeat Activities 4 and 5 with All Group Members

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

At this point the main actor will have followed all the steps. 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 role play.

Repeat activities 4 and 5 with each group member, using the situation he or she identified in activity 3 (Discuss Modeling Display.)

Every group member must try out the steps of the skill as the main actor

## Activity 7: 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.
- 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.

This session has been great. You all have worked very hard learning the steps of the skill \_\_\_\_\_. You will practice this skill sometime this week, and when we meet again,

in a role play situation.



Homework sheet

Remind the group members that they identified and role-played the situation and that these should be obvious for them to identify and write down.



**Content****Notes**

we shall review your homework, just as we have in other social skills lessons.

Next time we meet, we will...

Identity for the group  
what the next session will be (cognitive self-change, problem solving, or social skills).