Social Skills Instruction through Commercially Available Resources

Norma J. Stumbo

Social interaction skills are an important part of and important to leisure behavior. Most leisure behavior requires some degree of social competence. Social competence has been defined from a variety of contexts by different authors over the past four decades. The definition of social competence one selects impacts the type of intervention that is designed and implemented. Many individuals with disabilities and/or illnesses lack adequate and appropriate social interaction skills and require direct intervention. The purpose of this article is to provide a background on social competence and also to provide a listing of commercially available resources for social skills intervention. Some considerations about purchasing and using these resources are discussed.

KEY WORDS: Social Competence, Social Interaction Skills, Social Interaction Interventions, Therapeutic Recreation Service Delivery, Leisure Education

Leisure behavior often occurs within social contexts and environments (Iso-Ahola, 1980). Because many leisure situations require the presence of others and the results of these interactions produce pleasant experiences, "social interaction can be both a cause and effect of leisure involvement" (Iso-Ahola, 1980, p. 242). In other words, social interaction may be the primary purpose of a leisure activity or its byproduct. Peterson and Gunn (1984) illustrate the range of social interaction incidents within leisure contexts.

In many situations, the social interaction is more significant and important to the participants than the activity itself. The activity may be the reason to be together, but it is the social interaction that has real meaning for

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the people involved. Social dancing . . . is an example of this point. In other situations the activity has significant meaning to the participants, but interaction abilities are essential to successful involvement. Playing bridge . . . illustrates this point. . . . Some group-oriented leisure activities require little social interaction, but participation and enjoyment seem to be heightened by social interaction. Square dancing and bowling are examples of this point. [Non-traditional activities such as] a social encounter that is exclusively a verbal interaction could be considered a leisure experience depending on the motivation, content, and outcomes. . . . In all four of the foregoing situations, adequate and appropriate social interaction skills are necessary for satisfactory participation (p. 30–31)

There seems to be consensus among writers in the field that social interaction plays a major role in an individual’s perception and evaluation of a leisure experience (Ashton-Schaeffer & Kleiber, 1990; Crandall, 1979; Iso-Ahola, 1980; Kelly, 1975; Peterson & Gunn, 1984; Sneegas, 1989). It follows, then, that an individual must have adequate and appropriate social skills in order to perform within a leisure or larger life context. However, several authors (Dattilo & Murphy, 1991; Sneegas, 1989; Stumbo, in press) note that for many individuals with disabilities and/or illnesses, a prevalent problem may be the lack of appropriate social interaction skills. These deficits may affect negatively how they are treated by others and the quality of interpersonal interactions, as well as interfere with other assessments, such as of cognitive ability (Gresham, 1983). Thus, direct intervention or treatment is necessary to intervene in what could become a negative downward spiral of reactions and actions (McEvoy, Shores, Wehby, Johnson, & Fox, 1990; Sneegas, 1989; Gresham, 1983). Vandercook (1991) notes that leisure activities provide a natural environment in which to provide social skills instruction.

**Social Competence Defined**

Research and other writings about social interaction skills and social competence have expanded in the last two decades and have come from a variety of disciplines. At the present time, there is no universal consensus on the definition of social competence, most likely the result of the complex and multi-faceted nature of human interactions (Simpson, 1987).

As with any other parameter of human behavior, several different theories and definitions have been developed and extended. These theories and definitions generally can be classified into five major categories: (a) cognitive-based; (b) behavior-based; (c) performance-based; (d) combination; and (e) mastery. The intent in classifying these definitions is to provide structure and emphasize differences between the views of social competence. The five definitions stem from divisions suggested by Odom & McConnell (1985). It may be helpful to the reader to understand that varying viewpoints do exist and that each has its own merits, limitations and implications for therapeutic recreation programming. However, the classifications are meant to be illustrative rather than restrictive. There are many areas of overlap; that is, the definitions are not mutually exclusive in purpose, scope or intent, and the reader should focus on content and implications, not artificial lines drawn for illustrating differences.

**Cognitive-Based Definitions**

Cognitive-based definitions of social competence emphasize knowledge or understanding of social relationships, ability to assume other social perspectives or roles or awareness of interpersonal goals. Cognitive-based definitions tend to emphasize prob-
lem solving in social situations (Odom & McConnell, 1985, p. 7; Shure, 1981). An example would be: "We envision social competence as a problem-solving skill" (Shure, 1981, p. 159), or that social competence is multi-faceted construct that should include: (a) interpersonal goals, (b) motivational orientations, (c) role taking abilities, (d) interpersonal strategies, and (e) social situations (Taylor, 1982). Cognitive-based assessments and interventions tend to measure and focus on social competence through perspective or role-taking tasks, knowledge-based tests of interpersonal problem-solving, teacher rating scales of social adjustment or behavior role playing tests (Odom & McConnell, 1985, p. 7).

With this approach, a therapeutic recreation specialist would emphasize client assessments that consist of paper-and-pencil tests of social knowledge or awareness, or observational ratings of role-played behavior. The therapeutic recreation specialist would focus the content of programming on perspective or role taking, empathetic listening, problem-solving skills or attainment of interpersonal goals.

Behavior-Based Definitions

Behavior-based definitions of social competence emphasize the effectiveness or outcomes of personal interactions. In this view, individuals who engage in mutually satisfying social interactions, exhibit social behavior that prevents psychopathology, and display responses that produce positive effects for the interactors are viewed as socially competent (Odom & McConnell, 1985, p. 8). These behaviors are usually seen as positive and encouraging reciprocal social actions. Foster and Richey (1979) demonstrate this view: "Responses which, within a given situation, prove effective or, in other words, maximize the probability of producing, maintaining or enhancing positive effects for the interactors" are seen as socially competent behavior (p. 626).

Guralnick (1990, p. 4) emphasizes three factors related to this definition of social competence. Behavioral based definitions assume that the evaluation of social competence is based on: (a) the effectiveness or outcomes of a given social task; (b) a process that is dynamic rather than static; and (c) a degree of accepted variability in the attainment of the outcomes.

According to Odom and McConnell (1985), a positive aspect of this definition is that the emphasis is on behavior instead of just knowledge, but a drawback is the lack of clarity about how behaviors may need to change within different environments and with different people. The authors argue that a collection of social skills is not enough to define social competence.

To fulfill this view, a therapeutic recreation specialist would design assessments that provide behavioral observations of social interactions. The focus would be on both the outcomes of the interactions and the behaviors or verbal exchanges occurring on the path to these outcomes. Programming would focus on helping individuals understand the dynamic nature of interactions and the impact of individual interactions on the outcome of exchanges. In addition, clients may be challenged to define acceptable ranges of behaviors both for themselves and others.

Performance-Based Definitions

Performance- or judgment-based definitions hold that social competence is a sum total of multiple judgments about a person's behavior in a variety of contexts (Odom & McConnell, 1985, p. 9). "The relative competence of an individual person's performance is systematically evaluated by assessing the social impact of that behavior upon others in the person's environment" (Odom & McConnell, 1985, p. 9) is an exemplary definition of this category. McFall (1982) has been a strong and noted supporter of this view. According to McFall, "Compe-
tence is a general evaluative term that reflects somebody's judgment, on the basis of certain criteria, that a person's performance on some task is adequate” (p. 13).

Assessment and intervention for performance-based social competence involves the recording and comparison of the informed judgment of familiar others who compare the person's demonstration of social behaviors to mastery criteria or normative groups (Sabornie & Beard, 1990, p. 35-36). Odom and McConnell (1985) advocate the identification of “social agents” or the most relevant consumers of the social behavior of the individual with a disability in order to develop assessment and intervention criteria. In other words, positive judgments by teachers, peers and family members become important outcome targets for social skill training in this approach. A therapeutic recreation specialist would need to define the consumers of the individual’s behavior, and use their judgments to develop programs and assessment protocols, with the goal of improving the individual’s performance.

“Combination” Definitions

Some authors, such as Bailey and Simonsen (1985) demonstrate a combination or mixture of the above definitions. “Social competence is thus defined as the infant or preschooler’s ability to engage with adults or peers in interactions that: (a) either elicit nurturing environmental responses or achieve desired effects; (b) are mutually satisfying to both the child and the person with whom he or she is interacting, and (c) are consistent with the adult expectations for socially competent behavior” (p. 21–22). In order to assess social competence or program for intervention, the therapeutic recreation specialist would need to develop tools and services that contain multiple approaches and goals, to be in alignment with combination approaches. Several of the above suggestions for assessments and programs might be targeted and blended.

Adaptive Behavior/Mastery Definitions

A fifth approach is the adaptive behavior or mastery view. In this approach, adaptation is a highly important skill and is the result of an individual using defenses and eventually gaining mastery by coping with a variety of individual, stressful situations. Social competence is thus seen as gaining mastery by overcoming social frustrations or new events through repeated application of successful adaptive efforts (White, 1974). It is part of a larger context of living in which adaptive behavior “involves the simultaneous management of at least three variables: securing adequate information, maintaining satisfactory internal conditions, and keeping some degree of autonomy” (White, 1974, p. 58). In essence, this view sees social competence as a balance between external physical and social demands on the person and his or her resources to deal with these demands (Mechanic, 1974). It implies that individuals, in order to be successful, must have the skills to deal with social and environmental demands, the motivation to meet the demands and a relative state of equilibrium to be able to direct energies and skills to meeting the demands (Mechanic, 1974). The adaptive behavior or mastery view sees social competence as an everchanging flow between the person, the demands of the environment and interactions with others.

The therapeutic recreation specialist who is following the adaptive behavior perspective would assess the individual’s ability to interact “successfully” by obtaining information, making decisions, interacting with others, and establishing some degree of independence. Programmatic efforts, highlighting these same areas, would assist the individual in making repeated efforts at some social task, with ongoing modifications, until a successful outcome (mastery) is achieved.

The importance of these approaches and definitions is that each defines social com-
petence in a different manner and it then follows that the purpose and delivery of programs is changed. The examples of therapeutic recreation assessment methods and program delivery are provided to highlight these differences. Each definition focuses on a different set of social skills or evaluations of social interactions that imply distinctive service delivery practices.

The Importance of Social Skills Instruction for Individuals with Disabilities

Regardless of the definition or approach used, writers concur on three issues: Many individuals with disabilities (a) lack adequate social interaction skills, (b) are at risk later in life in terms of social adjustment or life functioning, and (c) need direct instruction concerning social interaction skills to overcome deficits.

First, the literature is replete with documentation that many individuals with disabilities have social skills deficits (Epstein, 1982; Gresham, 1984; Gresham, Elliott, & Black, 1987; Guralnick, 1990; Hoier & Foster, 1985; Sabornie, 1985). This has been well documented in the educational literature for individuals with learning disabilities (Feigin & Meisgeier, 1987), behavior disorders (Epstein & Cullinan, 1987; McGinnis, Sauerbry, & Nichols, 1985; Simpson, 1987), severe disabilities (Gaylord-Ross & Haring, 1987), and mental retardation (Dever, 1989). Sneegas (1989) provides a well-rounded review of other groups often lacking appropriate social skills that are frequently seen in therapeutic recreation services.

Second, social skill deficits put individuals with disabilities at risk because of the interrelationships among social competence with other, long-term life functions.

For example, social life, emotional well-being and social skills development are interrelated and, in combination, can have a powerful impact on attention and learning in school. Problems that interfere with fundamental learning and skills acquisition often compromise emotional well-being and social acceptance. In turn, compromised social and emotional development may further impede learning. Thus, a downward spiral can evolve, involving and interactively impacting social, emotional and academic development (Feigin & Meisgeier, 1987, p. 259).

In addition, interaction skills are highly related to overall life adjustment and later functioning in the community (Gresham, Elliott, & Black, 1987). Individuals who lack social skills show a high rate of school drop out (Ullman, 1957), bad conduct discharges from military service (Roff, Sells, & Golden, 1972), school maladjustment (Gronlund & Anderson, 1963), juvenile delinquency (Roff, Sells, & Golden, 1972), and adult mental health difficulties (Cowen, Pederson, Babigian, Izzo, & Trost, 1973).

“In sum, children who exhibit social skills deficits experience both short- and long-term negative consequences, and these negative consequences appear to be precursors to more severe problems in adolescence and adulthood” (Gresham, Elliott, & Black, 1987, p. 78). This likely is due to the lack of social acceptance by others of individuals who do not provide the regular, expected patterns of social exchanges and behaviors (Sabornie, 1985). This lack of social acceptance may lead to further outright rejection and social isolation or withdrawal.

Third, to overcome these negative possibilities, individuals with disabilities who exhibit social skills deficits most likely need direct instruction to improve interaction skills (Andersen, Nelson, Fox, & Gruber, 1988; Gunter, Fox, & Brady, 1984; Howell, 1985; Nelson, 1988; Rule, et al., 1987; Sabornie, 1985). Carter and Sugai (1988, p. 68) state: “we must teach many children.
how to become more socially competent using the same strategies that we use to teach academic skills.” Lovitt (1987, p. 213), in speaking about children with learning disabilities [LD], explains “many teachers agree that we can no longer assume that some LD students will acquire social competencies as do some others, therefore, they must be taught those behaviors, just as they are instructed to read, write, and do math.”

Smith (1988) emphasizes the role to be played by therapeutic recreation: “Many learning-disabled children and adults require social tutoring similar to reading tutoring. They also require small group experiences in social activities, led by a teacher, social worker, drama specialist, or therapeutic recreation leader” (p. 32). Again, many individuals with disabilities do not have the opportunity or means to learn social interaction skills in the same way as their nondisabled peers, so direct instruction, often provided by therapeutic recreation specialists must be provided.

Strain and Odom (1986) summarize the importance of social competence and social intervention.

Initially, social skill deficits are observed in all categories of exceptional children. Second, social skill deficits which appear in the early years tend to become more debilitating without active intervention. . . Third, an absence of social social skills inhibits the development of intellectual, language, and related skills. . . Finally, deficiencies in social skills during childhood stand as the single best behavioral predictor of significant problems in adulthood (p. 543).

Two options exist for providing direct instruction of social skills (Epstein & Cullinan, 1987; Sabornie & Beard, 1990). The first option is to utilize commercially available resources or curricula that have been developed specifically for the instruction of social skill assessment and intervention. The second option is to design individualized programs specific to the idiosyncratic needs of the client group.

Considerations for Using Published Social Skills Materials

Table 1 provides a listing of 48 resources that are available for social skills instruction. Most are commercially available through a rather small group of publishers (see right-hand column of table). The 48 resources include a wide variety of materials including books, curricula and games, for a variety of individuals from pre-schoolers to adults, both with and without disabilities and/or limitations. Most resources advocate somewhat similar social skills (the social skills needed by children are very similar as those needed by adults; those needed by individuals with disabilities are similar to those without disabilities); however, the method, setting and speed of instruction may differ greatly. As such, selecting the most appropriate resource for a given group of clients may be a difficult task. To aid in the selection process, several authors provide cautions and guidelines for selecting and adopting published programs.

One of the first considerations is to determine the definition or theory upheld by the specialist. The introduction of this paper described five different approaches to defining social competence and each definition implies a unique view of social skills to be taught and methods used to teach them. While the packaged programs will not be labeled by their approach necessarily, it may be important for the consumer to review the definitions immediately prior to examining products for purchase.

Secondly, another consideration is whether the focus of the program is on behavioral excesses or deficits (Simpson, 1987). For example, the programmer needs to determine if the target outcomes of intervention is to eliminate behavioral excesses or remediate social defi-
Table 1. Description of Social Skills Curricula and Resources

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<tr>
<th>Curriculum Name/Author(s)</th>
<th>Brief Description of Curriculum</th>
<th>Publisher</th>
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<tr>
<td>1. ACCEPTS (A Curriculum for Children's Effective Peer and Teacher Skills) (Walker, McConnell, Holmes, Todis, Walker, &amp; Golden, 1983)</td>
<td>Increases occurrence of appropriate social responses in all environments to enhance social competence. 28 skills in five groups: (a) classroom skills/adjustment; (b) interaction; (c) getting along, (d) making friends, and (e) coping. Scripts and videotape; individual, small and large group, 5–10 week program. Mainstreamed K–6th graders. Program (a) defines skill to be learned, (b) provides examples and nonexamples of behavior, (c) allows for active practice, (d) offers performance feedback, and (e) provides generalization of skills.</td>
<td>Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78758-9965 (512) 451-3246 Cost: $237 plus S &amp; H (Optional video is $198 of cost)</td>
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<td>2. ACCESS: Adolescent Curriculum for Communication and Effective Social Skills (Walker, Todis, Holmes, &amp; Horton, 1988)</td>
<td>Similar to above program. Mainstreamed adolescents and high school students. 30 social skills grouped into three major categories: (a) relating to peers, (b) relating to adults, and (c) relating to yourself. Eight-step instructional process. Social scripts included in student guide and curriculum manual. Also available from Psychological Assessment Resources.</td>
<td>Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78758-9965 (512) 451-3246 Cost: $50 plus S &amp; H</td>
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3. Personal Power (Wells) 3 volume series: (a) succeeding in school/developing appropriate teacher interaction skills; (b) succeeding with self/gaining self-control; and (c) succeeding with others/peer interaction skills. Grades 6–12. Extensive lesson plans include games, role-playing, group exercises, contests, artwork and stories.

4. I Can Behave: A Classroom Self-Management Curriculum for Elementary Students (Mannix) 10 stories, each focusing on specific classroom dilemma like sharing, taking turns, etc. Program includes story book, manual with lesson plans, student workbooks, pre-post tests, placement inventories. Disabled or non-disabled.

5. Waksman Social Skills Curriculum: An Assertive Behavior Program for Adolescents (3rd. ed.) (Waksman, Messmer, & Waksman) Program based on 9-week, 18 lesson format with instructions, activities, worksheets, and homework assignments. Each lesson plan includes goals, objectives, and procedures. Disabled or non-disabled, but helpful for those with behavior disorders, hyperactivity and emotional problems. Research based.

6. Social Skills in the Classroom (2nd. ed.) (Stephens, 1992) Strengthens social skills of students found to lack appropriate social responses. Direct instructional approach using modeling, role-playing, behavior rehearsal. Any age student. 136 skills in four major categories: (a) environmental, (b) interpersonal, (c) self-related, and (d) task-related. Program format: (a) define skill, (b) assess performance of skill; (c) use the recommended teaching strategy, and (d) evaluate the outcome of instruction. See Social Behavior Assessment.

Pro-Ed
8700 Shoal Creek Boulevard
Austin, TX 78758-9965
Cost: $79 each, plus S & H

Pro-Ed
8700 Shoal Creek Boulevard
Austin, TX 78758-9965
Cost: $139 plus S & H

Pro-Ed
8700 Shoal Creek Boulevard
Austin, TX 78758-9965
Cost: $59 plus S & H

Psychological Assess. Resources
P.O. Box 998
Odessa, FL 33556
(800) 331-8378
Cost: $38.95 plus S & H
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<th>Curriculum Name/Author(s)</th>
<th>Brief Description of Curriculum</th>
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| 7. Getting Along with Others: Teaching Social Effectiveness to Children (Jackson, Jackson, & Monroe, 1983) | Presents 17 core social skills and 18 common target behaviors. Elementary age. Program guide includes step-by-step process of program development, second guide with lesson plans to teach 17 skills. Individual skill lesson format: (a) labeling and defining skill to be taught, (b) demonstrating instances and non-instances of the skill, (c) practicing the skill through role playing (d) reviewing rationales for using the skills, and (e) discussing the problems of when skills do not bring desired outcomes in real-life. Uses positive feedback, ignore-attend praise, teaching interaction, direct prompt, and sit and watch (i.e., a procedure that combines time out and overcorrection). | Research Press  
Department G, P.O. Box 9177  
2612 N. Mattis Avenue  
Champaign, IL 61826  
(217) 352-3273  
Cost: $33.95 plus S & H |
| 8. Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities (Jackson, Jackson, Bennett, Bynum & Faryna, 1991) | Comprehensive training program for teaching appropriate social behavior for adolescents and adults with mild to moderate developmental disabilities. Provides structured lesson plans and guidelines for naturally occurring opportunities. Program Guide helps staff master program methods. Group Training Manual contains 21 core social skills, such as compromising, interrupting, etc. | Research Press  
Department G, P.O. Box 9177  
2612 N. Mattis Avenue  
Champaign, IL 61826  
Cost: $35.95 plus S & H |
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<td>9.</td>
<td>Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child (McGinnis &amp; Goldstein, 1990)</td>
<td>Group training program. 40 skills, such as: Trying when it’s hard, joining in, dealing with fear, knowing when to tell, waiting your turn. Includes 29 reproducible forms such as homework reports, checklists, recording forms, and awards. For children ages 3 to 6. Illustrated for non-readers.</td>
<td>Research Press</td>
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<td>Cost: $28.90 plus S &amp; H</td>
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<td>10.</td>
<td>Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills (McGinnis, Goldstein, Sprafkin, Gershaw, 1984)</td>
<td>Group training program. 60 skills in five categories: (a) classroom survival, (b) friendship-making, (c) dealing with feelings, (d) alternatives to aggression, and (e) dealing with stress. Manual includes: planning and organizing structured learning groups, curriculum guide, suggestions to integrate skills into daily school program, managing individual and group behavior problems. Audio cassettes and skill cards available, in addition to manual.</td>
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<td>11.</td>
<td>Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills (Goldstein, Sprafkin, Gershaw, &amp; Klein, 1980)</td>
<td>Group training program. 50 skills grouped into six categories: (a) beginning social skills, (b) advanced social skills, (c) dealing with feelings, (d) alternatives to aggression, (e) dealing with stress, and (f) planning skills. Designed for aggressive, immature or withdrawn adolescent students in school or psychiatric settings.</td>
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<td>12. The Skillstreaming Video: How to Teach Students Prosocial Skills (Goldstein &amp; McGinnis)</td>
<td>Video that provides training to teachers in order for them to implement Skillstreaming curricula (see above). Viewers shown how to conduct groups and apply teaching methods of modeling, role playing, performance feedback, and transfer training. Purchase of video includes Skillstreaming the Adolescent and Skillstreaming the Elementary School Child books. Video is 26 minutes.</td>
<td>Research Press Department G, P.O. Box 9177 2612 N. Mattis Avenue Champaign, IL 61826 Cost: $365.00 purchase, +S &amp; H Rental: $55/3 days</td>
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<td>13. Social Skills for Adults with Severe Retardation: An Inventory and Training Program (McClennen, Hoekstra &amp; Bryan, 1980)</td>
<td>Social skills inventory and training program for teaching skills essential for living independently: social interaction, leisure skills, and group interaction. Specific skills, such as: appropriate physical interactions, social smiling, waiting, sharing, taking turns, reaction to name, eye contact, etc.</td>
<td>Research Press Department G., P.O. Box 9177 2612 N. Mattis Avenue Champaign, IL 61826 Cost: $49.95 plus S &amp; H</td>
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<td>14. Stacking the Deck: A Social Skills Game for Adults with Developmental Disabilities (Foxx &amp; McMorrow)</td>
<td>Training program designed as activity using game board. Individuals play by drawing cards and reacting to specific social situations. Three areas: general social skills, social/vocational skills, and social/sexual skills. Includes 144 training cards, detailed instructions, reproducible forms and manual.</td>
<td>Research Press Department G., P.O. Box 9177 2612 N. Mattis Avenue Champaign, IL 61826 Cost: $19.95 plus S &amp; H</td>
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15. The PREPARE Curriculum: Teaching Prosocial Competencies (Goldstein, 1988)

Well-researched book provides comprehensive training program for junior and senior high students who display problem behaviors. Includes 10 interventions, such as: Problem-solving, interpersonal skills, situational perception, anger control, stress management, cooperation. Involves games, simulations, role plays, group discussion, etc.


Program used for all children within class. Separate programs for grades 1–2 (30 lessons), grades 3–4 (31 lessons), and grades 5–6 (23 lessons). Structured lessons based on verbal mediation, self-monitoring and self-evaluation skills. Each lesson includes teaching strategies, prerequisites, objectives, necessary materials. Scripts and program forms included.

18. Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (Goldstein, Glick, Reiner, Zimmerman, & Coultry)

Three part training approach designed to teach adolescents to understand and replace aggression and antisocial behavior with positive alternatives. Three parts include prosocial skills (e.g., expressing a complaint), anger control, and moral reasoning. Designed for at-risk or delinquent adolescents.
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<th>Curriculum Name/Author(s)</th>
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<tr>
<td>20. Thinking It Through: Teaching a Problem-Solving Strategy for Community Living (Foxx &amp; Bittle, 1989)</td>
<td>Training program for teaching problem-solving to four specific groups of individuals; those with developmental disabilities, chronic mental illnesses, brain injuries or emotional problems. Four separate curricula, involving game-like situation cards to which participants must respond. Facilitator's guide available.</td>
<td>Research Press</td>
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<tr>
<td>21. Social Skills Training for Children and Youth (Lecroy, 1983)</td>
<td>Book synthesizes practical knowledge and research in the development of social skills with an emphasis on application to practitioners.</td>
<td>Haworth Press</td>
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<td>22. Let's Be Social (Killoran, Rule, Stowitschek, Innocenti, Striefel, &amp; Boswell, 1982) (See also Innocenti, Rule, Killoran, Stowitschek, Striefel, &amp; Boswell, 1982 and Innocenti, Rule, Stowitschek, Striefel, &amp; Boswell, 1983)</td>
<td>26-unit curriculum designed to increase social interaction through daily whole-group “warm-up” sessions and coincidental teaching sessions. (Instruction in specific skill on the occasion when it should be applied, such as saying hello upon entering the classroom for the first time that day.)</td>
<td>Outreach and Development Ctr. Developmental Center for Handicapped Persons</td>
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<td><strong>23. ASSET (Hazel, Schumaker, Sherman, &amp; Sheldon-Wildgen, 1982)</strong></td>
<td>Enhances specific behaviors of wide range of older adolescents who are lacking social skills. Increases social interaction skills in eight different areas: (a) giving negative feedback, (b) giving positive feedback, (c) accepting negative feedback, (d) resisting peer pressure, (e) solving problems, (f) negotiating, (g) following instructions, and (h) conversing. 8 video tapes of social situations prompt discussion. Uses modeling, practice, feedback, reinforcement and generalization. Homework, progress notes, and parental evaluation.</td>
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<td><strong>24. My Friends and Me (Davis, 1977)</strong></td>
<td>Curriculum of 87 lessons. Topics includes personal identity (social identity, emotional identity, physical identity, and intellectual and creative identity) and social skills and understanding (cooperation, consideration of others, ownership and sharing, and dependence and help). Intended for ages 4–5. Includes activity manual, dolls, audio cassettes, activity board, etc. Related materials available.</td>
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<td><strong>25. DUSO-1: Developing Understanding of Self and Others (Dinkmeyer &amp; Dinkmeyer, Jr., 1982a)</strong></td>
<td>Activities intended to help children practice social skills; become aware of feelings, priorities, and choices; and develop positive self-image and an appreciation of individual strengths. Intended for grades K–2. Includes teacher's guide, storybooks, puppets, activity cards, audio cassettes, and other materials.</td>
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<td>Curriculum Name/Author(s)</td>
<td>Brief Description of Curriculum</td>
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<td>26. DUSO-2: Developing Understanding of Self and Others (Dinkmeyer &amp; Dinkmeyer, Jr., 1982b)</td>
<td>Activities intended to provide children with greater understanding of feelings; opportunities to choose solutions, suggest alternatives, and predict and understand consequences; and ways to build communication and decision-making skills. Intended for grades 3-4. Includes teacher's guide, activity cards, audio cassettes and other materials.</td>
<td>American Guidance Service 4201 Woodland, P.O. Box 99 Circle Pines, MN 55014-1796 (800) 328-2560 Cost: $199, plus S &amp; H</td>
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<tr>
<td>30. Teaching Social Skills to Children: Innovative Approaches (Second Edition) (Cartledge &amp; Milburn, 1986)</td>
<td>Widely accepted book includes Part I: selecting social skills; assessment and evaluation of skills; the teaching process; generalization and maintenance of social skills; and integrating the steps—issues in application. Part II: cognitive-affective approach, teaching severely handicapped children; coaching techniques; using activities to teach social skills; and teaching the adolescent.</td>
<td>American Guidance Service 4201 Woodland, P.O. Box 99 Circle Pines, MN 55014-1796 (800) 328-2560 Cost: $23.50, plus S &amp; H</td>
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<tr>
<td>31. Social Skills for Daily Living (Schumaker, Hazel &amp; Pederson)</td>
<td>Package includes four modules: Program Basics (prerequisite social skills); Conversation and Friendship Skills; Skills for Getting Along with Others; and Problem-Solving Skills. Intended for ages 12–21 with mild or no disabilities. Includes instructor’s manual, workbooks, skills books, practice cards, comic books, etc. Each module sold separately.</td>
<td>American Guidance Service 4201 Woodland, P.O. Box 99 Circle Pines, MN 55014-1796 Cost: $81 Basic Module, +S &amp; H Other Modules: $265 each</td>
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<td>32. Personal Care Program</td>
<td>Program teaches 10 important areas of personal care for daily living. Includes comprehensive manual of teaching strategies and performance objectives. Audio cassette included. Intended for children. Also available from ProEd.</td>
<td>Flaghouse, Inc. 150 N. MacQuesten Parkway Mt. Vernon, NY 10550 $152, plus S &amp; H</td>
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<td>Curriculum Name/Author(s)</td>
<td>Brief Description of Curriculum</td>
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<td>33. Social Skills on the Job (Macro Systems, Inc.)</td>
<td>Curriculum focuses on job skills, such as appropriate dress, good hygiene, getting to work on time, greeting authority figures, breaktime behavior, admitting mistakes, etc. Intended for individuals ages 15 and up, with mild retardation or emotional disturbances. Includes teacher's guide, videotape, handouts, computer disks (Apple), and software manual.</td>
<td>American Guidance Service</td>
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<td>4201 Woodland, P.O. Box 99</td>
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<td>(800) 328-2560</td>
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<td>Cost: $490, plus S &amp; H</td>
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<td>34. Talking, Listening, Communicating: Building Interpersonal Relationships (Bormaster &amp; Treat)</td>
<td>Curriculum for helping students build positive interpersonal relationships through group activities. Content includes: developing self-understanding, relating and working with others, developing creativity, problem solving skills, and decision making skills through group processes. Activities require less than 30 minutes each. Sequential lesson plans.</td>
<td>ProEd</td>
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<td>Cost: $21, plus S &amp; H</td>
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<td>35. Teaching Interpersonal and Community Living Skills: A Curriculum Model for Handicapped Adolescents and Adults (Vallentutti &amp; Bender, 1982)</td>
<td>Book that provides model for teaching interpersonal and community living skills from sociological and functional perspective. Features curriculum objectives, lesson plans, illustrations, resources, and dimensions of the learning task. Emphasizes role as worker, consumer, resident, citizen, learner and participant in leisure activities.</td>
<td>ProEd</td>
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36. PLUSS: Putting Language to Use in Social Situations
   (Zirkelbach)
   Program consisting of 10 units including games, home activities and classroom presentations. Users learn to request, inform, inquire, express feelings, introduce and participate in discussions. Language goals included. Appropriate for language-delayed grades 3–6. Package includes posters, manual, flashcards, photo cards, student handbook, and parent guides. Also available from ProEd.

37. Being Me: A Social/Sexual Training Program for the Developmentally Disabled
   (Edwards & Wapnick)
   Curriculum contains four elements used in combination or individually. Intended for individuals with mild to severe disabilities, ages 6 to adults. Promotes normalization in the community. Includes teacher’s guide, slides, assessment record form, photo cards, and book.

   Curriculum on social/sexual training for individuals with hearing or visual impairments. Intended for children to adults. Includes teacher’s guide, picture cards, cut-out patterns.

   30 minute video for trainers using above two programs. Subjects include handling behaviors such as inappropriate touching, hugging, kissing, approaching, exposure, and self-stimulation.

40. Overview: Social/Sexual Training Videotape (Edwards)
   50 minute videotape for trainers providing social/sexual training. Instructs on how to set up class, implementing above curriculum, teaching techniques, etc. Demonstrations and applications shown throughout videotape.
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<th>Curriculum Name/Author(s)</th>
<th>Brief Description of Curriculum</th>
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<td>41. Social Competence</td>
<td>Major goals of program: identify critical social initiations likely to produce positive responses, evaluate functionality of these responses for mildly and moderately handicapped children, develop instructional procedures for teaching these responses, and develop empirically validated teacher training materials. For 3, 4 &amp; 5 year olds. Self-initiations identified: initiations of rough/tumble play, sharing, verbally organizing play, physical assistance, and affection.</td>
<td>George Peabody College for Teachers Vanderbilt University Nashville, TN</td>
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<td>Intervention package for Preschool Youngsters (SCIPPY) (Day, Powell, &amp; Stowitschek, 1980) (See also Day Fox, Shores, Lindeman, &amp; Stowitschek, 1982)</td>
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45. PEERS (Hops, Guild, Fleishman, Paine, Street, Walker & Greenwood, 1978)


46. Startline: Social Education/Communication


47. The Adaptive Behavior Curriculum (Popovich, & Laham, 1981)


48. Socially Appropriate and Inappropriate Development (SAID): Social Skills Assessment and Instruction Program (Armstrong, Mulkerne, and McPherson, 1988)

Does the client need to extinguish certain current behaviors (excesses) or learn to incorporate new behaviors (deficits)? According to Sabornie and Beard (1990), most training programs or curricula focus on providing basic social skills to those individuals with few appropriate responses, by strengthening social behaviors that are not displayed with regularity, and through teaching individuals that situational social problems can be resolved in acceptable ways. However, Lovitt (1987) cautions that many curricula are “one size fits all” and may not contain skills that the instructor considers important, are aimed at children or individuals with specific disabilities, and are designed as discrete instructional units that are taught individually instead of incorporated into a variety of living situations.

Several other selection criteria are found throughout the literature. According to various authorities, considerations for selecting training packages include:

(a) Skills: Skills to be taught are appropriate to group targeted for training (Sabornie & Beard, 1990); are reciprocal and produce positive responses from peers (Nelson, 1988); and are comprehensive enough to have meaning (that is, a great enough variety of social skills to be taught) (Sabornie & Beard, 1990). For example, “Getting Along with Others” (Jackson, Jackson & Monroe, 1983) teaches 17 core social skills, while “Skillstreaming the Adolescent” (Goldstein, Sprafkin, Gershaw, & Klein, 1980) teaches 50 skills.

(b) Approach or Method: Training packages should have a demonstrated research base (Sabornie & Beard, 1990); provide practice sessions and feedback opportunities (Schumaker & Hazel, 1984); and consider the learning characteristics of and the most effective instructional methodologies for the intended user group (Schumaker, Pederson, Hazel & Meyer, 1983), “Stacking the Deck” (Foxx & McMorrow, n.d.) promotes the learning of skills through a game board, while “ASSET” (Hazel, Schumaker, Sherman, Sheldon-Wildgen, 1982) is a more comprehensive program that uses modeling, practice, feedback, reinforcement and generalization as well as homework, progress notes and parental evaluation.

(c) Setting: Skills should be taught in the most normalized setting possible; and should be generalized to and maintained in a variety of environments (Nelson, 1988; Sabornie & Beard, 1990). While all resources focus in varying degrees on integrated or naturalized environments, ones such as “Social Skills on the Job” (Macro Systems, Inc., n.d.) focus specifically on specialized environments like the workplace.

(d) Logistics: Packages should be priced at a reasonable cost and be user friendly (Sabornie & Beard, 1990). Costs of the resources range from under $30 (such as “Skillstreaming in Early Childhood” (McGinnis & Goldstein, 1990)) to $1,400 for the eight videotape program of “ASSET” (Hazel, Schumaker, Sherman, & Sheldon-Wildgen, 1982).

When possible, the above information has been included in the resource descriptions provided in Table 1, while attempting to maintain page restrictions. The descriptions may be a combination of publisher information and author evaluation. An attempt was made to include a variety of resources to complement the variety of needs in the field; several packages for children and for individuals without disabilities are included as it was felt that most social skills are common among population sub-groups.

The inclusion of a package in the table does not imply any approval or quality rating of the source. Likewise, there may be other packages available that are not in the table and this does not imply disapproval or lack of quality. The best known information at the time of this writing is given with regard to descriptions, publisher location and price. Potential buyers and reviewers are encouraged to request catalogs and related materials from the companies prior to purchas-
ing. Epstein and Cullinan (1987) suggest that, until more research can be conducted on each of these resources, purchasers use their experience and common sense as the best guidelines.

References


Mannix, D. S. (n.d.). *I can behave: A classroom management curriculum for elementary students*. Austin, TX: Pro-Ed.


*Personal care program*. (n.d.). Flaghouse, Inc.

Peterson, C. A. & Gunn, S. L. (1984). *Therapeutic recreation program design: Principles and pro-


Walker, H. M., McConnell, S., Holmes, D.,...


Wells, R. H. (n.d.). Personal power. Austin, TX: Pro-Ed.