

INTERPERSONAL SOCIAL SKILLS

Group [Identify the Group Number and “Category” of Skills, e.g., Group I: Basic Skills.]

Skill: [List the specific skill here, e.g., “Following Instructions.”]

Directed Lesson:

1. **Establish the Need (rationale):** [Describe the reasons and rationale for this skill.]
2. **Introduction:** [Use questions, stories, poems, etc., to make the skill more concrete to the particular youth. Give examples here for multiple age groups.]
3. **Identify the Skill Components:**

[Name of Skill]	
(+)	(-)
1. [list of behavioral descriptors, one by one, when the skill is demonstrated appropriately]	1. [list of behavioral descriptors, one by one, when the skill is NOT demonstrated appropriately]

4. **Model the Skill:** [Include examples of what the mentor might do to model the skill so that the youth could imitate it.]
5. **Behavioral Rehearsal:**
 - a. **Decide who will “play” the youth and who will play the other person in the role play.**
 - b. **Role play(s):** [Include a few role play examples for different ages, depending on the age of the youth, along with instructions for how the mentor could use each.]
 - c. **After each role play, provide feedback, reinforce correct behavior, correct inappropriate behavior, and re-enact until the skill is demonstrated correctly. If there are no corrections, the role play is “complete.”**
 - d. **Reinforcers:** Use positive reinforcement to encourage demonstration and maintenance of the skill. Various methods include: verbal encouragement, tangible rewards, special privileges, and keeping a record of improvement. [Include examples of reinforcers that family, teachers, or other key stakeholders could use to reinforce use and maintenance of the skill by the youth.]
 - e. **Discuss the results and consequences of making appropriate and inappropriate decisions. How did the youth feel while performing? What challenges or difficulties might be faced in using this skill?**
6. **Practice the skill:** [Include specific activities that the mentor could use to practice the skill with the youth. Cite the workbook, the activities, and include practice activities for multiple age groups. The workbooks have a lot included in them to give the mentor many options for “practicing” the skill with the youth in multiple settings.]
7. **Independent use:** Include examples of activities that the youth’s family, teacher, or other key stakeholders could do to practice the skill with the youth. See ‘Partners in Social Skills, A Family Affair’ in back of Social Skills Lessons and Activities Books for family activities to use.]
8. **Continuation: Re-enforce the rationale and benefits of continuing to use the skill. Try and tie it to the youth’s specific problem behaviors, observable symptoms, and treatment goals whenever possible.**

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Group I: Basic Skills

Skill: 1. Following Instructions

Directed Lesson

1. **Establish the Need (rationale):** Many activities involve the completion of specific directions or instructions. Not following instructions can lead to mistakes, frustration, and anger. What happens if you don't follow instructions?
2. **Introduction:** What are some situations you can think of where following instructions are very important?
3. **Identify the Skill Components:**

Follows Instructions	
(+)	(-)
<ol style="list-style-type: none"> 1. Looks at the person 2. Thinks about what is being said 3. Acknowledges the request; asks for more information, if needed 4. Does the task immediately 5. Checks back after completing the task 	<ol style="list-style-type: none"> 1. Looks away or rolls eyes 2. Ignores instructions 3. Delays beginning task 4. Does not check back after completing the task

4. **Model the Skill:** The mentor models the skill by having the youth read or give directions to a game or an activity, and the mentor follows those instructions. Demonstrate how to follow each component of the skill. Stress the importance of listening carefully to everything said.
5. **Behavioral Rehearsal:**
 - a. **Decide who will “play” the youth, and who will play the other person in the role play.**
 - b. **Role play(s):** Depending on the setting (school, community, home), give the youth instructions about getting to another place in the building or area. Another role play is to ask the youth to touch one body part and then touch it again. 1) Touch your nose, 2) touch your nose again; then touch your shoulders, touch your shoulders again; touch your knee, and touch your knee again. Keep adding body parts.
 - c. **After each role play, provide feedback, reinforce correct behavior, correct inappropriate behavior, and re-enact until the skill is demonstrated correctly. If there are no corrections, the role play is “complete.”**
 - d. **Reinforcers:** Use positive reinforcement to encourage demonstration and maintenance of the skill. Various methods include: verbal encouragement, tangible rewards, special privileges, and keeping a record of improvement.
 - e. **Discuss the results and consequences of making appropriate and inappropriate decisions. How did the participant feel while performing? What challenges or difficulties might be faced in using this skill?**
6. **Practice the skill:** Look for and create situations *in all kinds of interactions* when you give the youth instructions and ask him/her to follow them. In each interaction, offer

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praise and feedback about the youth following instructions and any of the components that he/she does not demonstrate. Offer praise and verbal reinforcement any time you observe the youth following instructions – yours or someone else’s. Another activity is found in Lesson 13 in the Skill Activity Book for Grades 4-6 (“Where are you Now? 2 pages).

7. **Independent use:** Help the youth and parent and/or teacher (or other significant relationship) identify 3-4 key tasks that are most important for the youth to follow instructions (completing chores at home, completing in-class school work, responding to request to help out, responding to instructions to use skills/abilities to “calm down” (whatever those are), responding to request to stop a negative behavior, etc.).
8. **Continuation: Re-enforce the rationale and benefits of continuing to use the skill. Try and tie it to the youth’s specific problem behaviors, observable symptoms, and treatment goals whenever possible.**