AN ABSTRACT OF THE THESIS OF

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The present study examined the effect of Skillstreaming training on peer status and social skills in preschool-age children. Participants were twelve (n =12) children, ages three and four, who regularly attended preschool in the Midwestern United States. The study examined the Skillstreaming approach as an intervention to improve social skills and peer status. Participants received training on seven skills over 14 days. Teachers and parents evaluated students using checklists. The checklists measured social skills before and after training. To evaluate peer status, students ranked their peers using a sociometric instrument. Researchers used a correlated samples design to determine significance. Results showed a statistically significant increase in social skills after training as measured by the Skillstreaming training checklist. After training, participants showed a statistically significant increase in peer status as measured by the sociometric instrument.

Key words: Skillstreaming, social, skills, modeling, roleplay, preschool, sociometrics

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CHAPTER ONE

LITERATURE REVIEW

"Schools are social and dynamic places. Learning, working, and playing are highly social processes, and children who acquire and use skills that allow them to interact effectively and avoid problems with peers and adults have advantages as learners, workers, and players" (Elliott Frey, & Miller, 2002, p. 213). Social skills are a concept that include many learned behaviors. These social skills share the goal of maintaining or increasing reinforcement within a social context and improving students' social lives. In contrast, social competence is an evaluative term based on judgments, given certain criteria, that an individual has adequately performed a social task. Social skills help an individual perform a social task, while social competence represents social performance with appropriate social attitudes. Social skills can affect students' adjustment to school, their future in advanced study, and their family life. "Social skills were viewed as protective factors that reduce the negative effects of externalizing and internalizing problem behaviors" (Gresham, et al., 2010, p. 354).

Social skills encourage cooperation and may reduce shyness. This enhances self-esteem, helping students become more active in home and at school. It is important to assess each student individually. One useful assessment in this domain is sociometrics. "Sociometrics techniques are the measures of interpersonal attraction among the members of a specified group" (Balda et al., 2005, p. 271). The purpose of sociometrics is clarifying the status for peers, such as popular or unpopular. To evaluate this, a sociometric instrument may be used to evaluate children's peer relationships and how children perceive others within their peer group.

In this regard, it is important to apply the difference between acquisitions versus performance deficits. Acquisition deficits occur when skills are lacking in how to acquire age-appropriate skills. Performance deficits happen when students know how to perform skills and what they should do, but they do not know how to implement the skills. There are three effective methods to acquire social skills. First, modeling focuses on imitation. In fact, people learn many of their behaviors through modeling. Next, role-playing is a strategy through which real-life situations are simulated in a protected environment. For instance, a child assumes a role that exists at-home or in other contexts, then plays this out in a role-play. Lastly, Skillstreaming is a strategy used to teach students with behavioral problems new social skills, and help them cope.

The purpose of this study was to examine the effect of Skillstreaming® training on core social skills in children who are rejected. This research focuses on three areas of potential growth. 1) The Skillstreaming program is effective for children between three and four-years of age, 2) children will learn social skills and improve their social standing, and 3) Skillstreaming training will improve student's interactions with their peers. The goal is to increase participants' social skills. This will, in turn, make them more active within their peer group, thus reducing the impact on possible behavioral problems and maladaptivity. This chapter presents an overview of social skills, social competence, childhood effects, and how children learn social skills that include modeling, role-play, and the Skillstreaming approach to social skill development. Hypotheses addressed by this study are also proposed.

Importance of Social Skills and Social Competence

"Social skills can be taught using approaches grounded on social (Bandura, 1977), operant (Skinner, 1953), and cognitive behavior (Weissburg, 1985) learning theories" (Elliott et al., 2002, p. 214). Social skills can enhance learning and are as important as other skills which develop during preschool, such as cooperation and discipline (Grubbs & Niemeyer, 1999; Odom, McConnell, & McEvoy, 1992). These skills are acquired through behavioral learning, such that students learn from others. Teachers and parents can teach social skills and work to improve them by using training. To be most effective, these skills should be taught in preschool as protective factors against bullying and aggression. Social skills effect social adaptation for students and can make them more active and confident.

The utilization of social skills leads to the reduction of problem behavior. "For the past quarter century, individual and small-group social skills training has been the primary intervention used to address socialization and friendship problems of children in school settings" (Merrell et al., p. 166). Social skill instruction includes the improvement of students' social relationships. This helps students to adjust to new individuals and then influences their lives, not just with relationships at school, but at home too. Maag (2006) suggested that one of the most important issues in teaching social skills is deciding whether the behaviors targeted for change will enhance the quality of life of the participants.

According to Miller and Johnson (1999), the training of social skills plays a role in the increase of positive behaviors like dealing with peers and developing new friendships. Gresham (1986) defines social competence as an evaluative term based on

judgments (given certain criteria) that an individual has performed a social task in an adequate manner. Social skills help perform a social task, while social competence represents social performance with appropriate social attitudes. Three criteria are used to evaluate social competence. Per Gresham (1986), "Judgments of others on an individual's social behavior, and evaluations of social behavior depend on pre-established criteria." In other words, behavioral performance is relative to a normative standard (Gresham, 1986).

Effects of Social Skills on Peer Interactions and Child Development

According to Gresham (2002), social skills are a set of competencies which help to find and maintain positive social relationships and friendship development. They foster school adjustment and allow students to adapt to the order of their social environment. Socially competent students develop and maintain a social life through good communication with others. This is established through self-confidence and minimal negative social interactions. This often leads to easy friendships with others and a sense of belonging and positively influences their academic life and adjustment (Gresham, 2002).

Good social skills and the application thereof can affect several dimensions of childhood development. Research has shown that some of the most socially important outcomes for children include peer acceptance, academic achievement and school, teacher and parent acceptance (DiPerma & Elliott, 2002; Gresham, 2002; Gresham & Elliott, 1990; Hersh & Walker, 1983; Newcomb et al., 1993; Parker & Asher, 1987; Walker, Irvin, Noell, & Singer, 1992). In contrast, children who have a deficiency in

social skills are exposed to behavioral problems and poor adaption to the environment and social statues (Parker & Asher, 1987).

Parker and Asher (1987) showed that children who struggle with peer relationships often demonstrate a pattern of maladaptive behavior. These behaviors may present as antisocial or aggressive actions as characterized by repeated school norm violations. The abstention of intervention and assessment of social competence deficits leads to maladjustment and the appearance of negative behaviors (Parker & Asher, 1987). These may present as isolation, non-compliance, emotional disturbance, or violence because of failure to make acceptable interactions with others. “In other words, these competing problem behaviors have been known to function as academic disablers in that they often cause decreases in academic achievement” (Gresham et al., 2010, p. 341). These social competence deficits lead to short-term, intermediate, and long-term difficulties in educational, psychosocial, and vocational domains of functioning (Kupersmidt, Coie, & Dodge, 1990; Newcomb, Bukowski, & Pattee, 1993; Parker & Asher, 1987).

“Social and Emotional Learning (SEL) has been associated with students’ success in school, including their social-emotional competence and academic success as well as students’ attitudes, behavior, and overall school performance” (Zins et al., 2004, p. 322). “Social skills training or social skills intervention is designed to remediate children's social skills acquisition and performance deficits and to reduce or eliminate comparing problems behaviors," and it “should be in every classroom” (Elliott et al., 2012, p. 71).

Research has demonstrated that SEL skills can be learned in the classroom (Elias, Arnold, & Steiger Hussey, 2003). Many schools have applied this framework to

successfully integrate strategies and programs promoting social and emotional learning into students' typical school days (Greenberg et al., 2003). It thus appears that social skills are not only vitally important academic enablers for children in schools but also important in their lives. Elias (1987, as cited in Romasz, Kantor, & Elias, 2004) asserts that providing positive socialization practices, support, and opportunities for youth contributes to their protection when dealing with life's challenges. Elias and colleagues (1997) found there are four major domains of Social Emotional Learning: Life skills and social competencies; Health promotion and problem prevention skills; Coping skills and social support for transitions and crises; and Positive, contributory service (Elias, et al., 1997).

Social Skill Acquisition

Acquisition versus performance deficits. Social skills are acquired through observation and training. Once acquired, skills must be implemented. The question of what happens to those who have poor social skills may be attributable to acquisition or performance deficits. "These two types of deficits require different intervention approaches and different settings, such as the general education classroom versus pull-out situations that are indicated for different tiers of intervention" (Gresham, 2010, p. 341).

Acquisition deficits occur when students lack understanding and knowledge about how to acquire skills at an acceptable level. To address acquisition deficits, a child must first learn which skill is situation appropriate then learn how to perform the given skill. This includes promoting skill acquisition through modeling, training and social problem solving. *A Social Skills Intervention Guide*, from Elliot and Gresham (1992), offers three procedures which address social skill deficits. These procedures are: modeling, coaching,

and behavioral rehearsal. Performance deficits occur when a student knows how to perform skills and what they should do, but he or she does not know how to implement the skills, or what they should to do in a situation. “Performance deficits are the failure to perform a given social skill at acceptable levels even though the child knows how to perform the social skill” (Gresham, 2010, p. 343). Performance deficits are treated by increasing motivation or reducing performance problems. The purpose of this is to increase the probability of making a certain skill occur by using techniques such as social praise, feedback, pre-correction, and reinforcement.

In short, “Acquisition deficits reflect an absence of a skill and thus require direct instructional strategies to teach the skill. Performance deficits reflect motivational deficits and require procedures to increase the frequency of prosocial behavior and to decrease the frequency of competing problem behaviors” (Gresham, 2010, p. 355).

Modeling. The modeling learning processes has three methods: observational, inhibitory, and behavioral facilitation. Observational learning occurs when students have not previously exhibited a behavior, observe others, then learn from their behavior. Inhibitory and dis-inhibitory learning has effects when performed where modeling represents a resource of inhibitory and dis-inhibitory effects. Modeling is important because it can change learned behaviors (Bandura, 1971). For example, if a child observes another child bullying peers without punishment, he or she may engage in bullying behavior. Behavioral facilitation is any performance that has been learned previous or as a result of negative reactions from others. For example, if a child likes a game, his or her peers will play it too. Although modeling is a strong method of learning, it does not always have a behavioral affect. For instance, a student may witness many

behaviors amongst his peers every day in school, but these behaviors do not attract attention, so he does not imitate the behavior on his own. Owens and Ascione (1991) said the process of learning can be effective by using three steps for modeling: attention, watching the model; display model and frequency behavior, where students imitate social actions of their peers; and the goal uses good model with desired behavior to achieve prosocial behaviors (Owens & Ascione, 1991).

Role play. Role play is a learning strategy which simulates real-life situations. A child assumes the role that exists in a real situation, and he or she interacts with others in a realistic manner. The process of learning improves when a person has an opportunity to practice a behavior and is encouraged to engage in the behavior through reinforcement. Role-play helps students to change their behaviors. "The use of role-playing to help a person change behavior or attitudes has been a popular and useful approach for many years" (McGinnis, 2012, p. 31). This increases the probability of changing a behavior. Role-playing has many steps: "(a) choice on the part of the trainee regarding whether to take part in the role- play, (b) public commitment to the behavior, (c) improvisation in enacting the role- played behaviors; and (d) reward, approval or reinforcement for performing the behaviors" (McGinnis, 2012, p. 32). One important procedure of role-play is having the role-player think aloud instead of silently. This way the role-player can help students to focus on parts of skills and arrange skills throughout the process. Role-playing works by focusing on as realistic of a role as possible. It works on a group, each with a specific role. The main actor will work on behavioral steps and think aloud. The co-actors are students who stay in the role of the other students. Finally, other students are those who watch for the form of behavioral steps.

Skillstreaming. "Skillstreaming is a social skills program that is over 20 years old. It began in 1973 as one of the very first approaches to social skills training" (Timochko, 2010, p. 15). This strategy is used to teach social skills to students with behavioral problems or those not able to connect with teachers or peers. This strategy helps students cope with others. Its implementation in a training group requires the teacher to lead a group of children. Usually, training takes 15 minutes for preschool students. This training can apply to any social skill that needs improvement. It depends on the principle of learning such as modeling, role-playing, feedback, and generalization training. "This method of instruction involves defining the target skill, providing social goals/motivation for using this skill, modeling, role-play, practice, and reinforcement" (Seher, 2000, p. 69). It works to solve social problems for kids and helps them to become satisfied with their relationship with others. It affects their feelings and helps to reduce behavioral problems, stress, and loneliness. It is important to consider these skills because they relate to children's real-life situations, and it increases their self-esteem. Overall, it improved the environment at school (McGinnis, 2012, p. 4).

"The Skillstreaming program treats identified behavioral deficits by modeling, role-play, providing feedback, and encouraging generalization beyond the learning environment" (Sheridan, 2006, p. 35). Bandura (1977) wrote that, when we model something, we show others how to perform a task or how to behave in a specific manner. One of the core teaching procedures focuses on imitation. In fact, people learn many of their behaviors through modeling. "According to social learning theory, behavior is learned symbolically through central processing of response information before it is

performed" (Bandura, 1977, p. 35). Most of children's new behaviors can be explained by modeling, such as interacting socially and helping others.

The Skillstreaming program also was designed with flexibility and "Guidelines for altering and improving its procedures and materials" (McGinnis & Goldstein, 1997, p. 9). Every session of Skillstreaming has steps, and all core Skillstreaming procedures include modeling, role-playing, and feedback, and all have the same eight steps: "Step 1: Define the skills, Step 2: Model the skills, Step 3: Establish student skills need, Step 4: Select the first role-player, Step 5: Set up the role-play, Step 6: Conduct the role-play, Step 7: Provide performance feedback, Step 8: Select the next role-player" (McGinnis, 2012, p. 33).

Before starting to use Skillstreaming with a student, teachers should evaluate which skills the student could benefit from most. A measurement scale, such as the sociometric scale, may be used before and after Skillstreaming to contrast the resulting skill growth. McGinnis and Goldstein (1990) say that Skillstreaming includes the evaluation of a student to determine the level of skills they may need, instruction for the students to learn the skills, then repeating the process of evaluation to determine the response to the program.

Skillstreaming has four simple steps. "First, someone shows you what to do ("Watch"). Then you try it ("Try it"). Someone tells you how well you did or what you can do even better ("Listen"). Then you practice ("Practice")" (McGinnis, 2013, p. 3). Skillstreaming involves evaluating students for areas of need, placing them in groups with other students similar to their level of social skill competence, instructing the

students on the skills they have not mastered, and evaluating the students again to check for responses to the Skillstreaming program. (McGinnis & Goldstein, 1990).

Assessment of social skills. "Before social skills can be taught, school psychologists and teachers need to know what skills to teach and which students might need additional support" (Elliott, et al, p. 214). The assessment process is important for issues in this area of study. There are many methods which contribute to social skill assessment. Behavioral observations and archival school records may offer a comprehensive picture of the student under evaluation. They provide useful information about students' social skills and make the assessment process clear. This increases focus on skill deficits and acquisition.

Sociometrics are a useful tool in determining if a student needs to improve their social skills. Gresham and Elliott (1990, 2008) built social validation into their assessment instruments by having key informants (teachers and parents) rate the importance and frequency of each social skill. According to Horner and Carr (1997), using "functional behavioral assessment" helps to increase the standards for planning interventions and decreases behavioral problems (Horner & Carr, 1997). As Gresham (2002, p. 410) presented, social skills assessments can be conceptualized as taking place in five major stages of the assessment/intervention sequence: (a) screening, (b) classification, (c) target behavior selection, (d) functional assessment, and (e) evaluation of intervention. These stages provide information about behavioral problems and social skill levels.

Social Statues and Sociometrics.

Sociometric statuses. "Sociometric techniques are the measures of inter-personal attraction among the members of a specified group. Three major types of sociometric measures are nomination, paired comparison, and peer rating scale" (Balda et al., 2005, p. 271). The purpose of Sociometrics is to provide information about a child's peer relationships and their peer status. Peer nomination is a common method to identify peers' statues. The nomination method implies, "an imposed trichotomizing of the latent individual affection dimension of each group member towards all the other group members" (Maassen, et al., 1997, p. 192). "In the peer nomination method, in order to obtain the liking and disliking scores of the students, students in the study group were asked to make both positive and negative choices" (Baydik & Bakkaloğlu, 2009, p. 439). Data is then assigned to categories.

Sociometric status has two dimensions: social preference, which includes popular–rejected status; and social impact, or visibility which includes neglected-controversial. There are the traditional categories of popular, rejected, average, neglected, and controversial. Based on the standardized average rating, a person is classed as popular, average, or rejected. Typical criteria are: (a) popular, those with a standard score greater than 1, (b) rejected, those with a standard score less than-1, and (c) average, all remaining persons (Terry & Coie, 1991; Parker & Asher, 1993). Coie (1982) defines acceptance and rejection as the number of nominations registered for the positive and the negative questions respectively. It goes on to assert that the two dimensions' acceptance and rejection should be used in the assessment process. According to Gronlund (1959),

most research has focused on rejection. This is seen in children who are not accepted by their peers and may affect their ability to form additional relationships.

Rejected statuses appear in two categories of children aggressive-rejected, and withdrawn-rejected. Rejected statuses regularly have negative effect. “There is considerable evidence that peer rejection is associated with later difficulties such as delinquency and school dropout; however, there is less evidence that childhood popularity predicts later success” (Balda et al., 2005, p. 271). Rejected statuses will affect adjustment problems. As Asher and Hymel (1981) suggested, there is little evidence that children with low rates of interaction are at risk for adjustment problems later in life. There has been interest in whether withdrawn-rejected or aggressive-rejected leads to nonsocial behaviors, which will affect children later in their life. Rubin et al. (1998), suggested that nonsocial behavior may place children at risk for maladjustment difficulties in later childhood and adolescence.

Intervention is required to overcome the challenges of rejected peer status for children in the later stages of their education. “In other words, the person must have the skills to engage in positive, safe, health-protective and health-enhancing behavior practices, and to build positive relationships with peers and adults” (Zins at el., 2000, p. 76). Interventions need to address the larger cognitive, interpersonal, and emotional deficits associated with peer rejection and aggression. Bierman and associates (1993), make the case that male students who are rejected show increased rates of hyperactivity, verbal aggression, and attention-related issues.

Research has found a positive relationship between social skills and social acceptance (Coie et al., 1982; Frederickson & Furnham, 2004; Ummanel, 2007; Warden

& Mackinnon, 2003): That social skills depend on two dimensions, "First, social skills consist of both verbal and nonverbal behavior, Second behaviors considered to be appropriate for one situation might not be appropriate for another" (Elliott et al., 2012, p. 56). Social skills also affect social status. For example, French and Waas (1985) showed that students who were rejected by their peers have lower social skill levels compared to their peers who were accepted.

Peer Status. There is a relationship between social skills and academic performance; "Social skills matter in the social, emotional, and academic lives of children" (Elliott et al., 2012, p. 223). The concept of academic enablers stems from the work of researchers who explored the relationship between students' nonacademic behaviors (e.g. social skills and motivation) and academic achievement (Gresham & Elliott, 1990; Malecki, 1998; Wentzel, 1993; Wigfield & Karpathian, 1991). Malecki and Elliott (2002) reported that social skills correlated, $r = .70$, with end-of-year academic achievement as measured by high-stakes testing. Gresham (2002) stated that social skills are effective factors on the academic dimension in school where social status relates to social competence. Thus, social competence is an indicator of school adjustment. "Socialization and friendship problems of children reflect difficulty with or the failure of a primary developmental task, and place children with these deficits at great risk for many negative outcomes" (Merrell et al., 2008, p. 180).

Research suggests that young children who are socially competent enjoy school more, have better academic performance, and are more likely to actively engage in classroom learning activities (Ladd, 1990; Ladd & Kochenderfer, 1996; Vandell & Hembree, 1994). "Peer relationship is another construct of social competence. The

present study investigated two forms of peer relationships-friendships and peer acceptance. Friendship refers to a voluntary, dyadic relationship that is affective in nature" (Howes & Lee, 2006).

Friendship skills. Friendships affect students' relationships. "To the extent that children's friendships represent a unique component of their social milieu, it is important to consider what processes may account for friendship formation" (Lindsey, 2002, p. 146). "Children who are able to make mutual friendships have been found to be better liked by their peers" (Lindsey, 2002). Friendships enhance aspects of social development amongst young children. Children are more interactive when they have friends. In contrast, the inability to form lasting friendships may have a negative effect on students. "Socialization and friendship problems of children reflect difficulty with or (the) failure of a primary developmental task, and place children with these deficits at great risk for many negative outcomes" (Merrell et al., 2008, p. 180).

Through friendship, children learn important skills such as cooperation, helpfulness, and sharing. Some of these positive "…behaviors that are cooperative in nature…usually include friendship, empathy, altruism, etc." (Reber & Reber, 2001, p. 574). The influence of friendship is adaptive. Children who do not have friends have high risk maladaptive outcomes. "It is well established that children who are poorly accepted or rejected by peers, who have few friends, and who adjust poorly to schooling are at much greater risk for lifelong maladaptive outcomes" (Elliott et al., 2012, p. 57).

Foundational Studies

A longitudinal study conducted by Lindsey (2002) investigated the link between preschool children's friendships, peer acceptance, and social competence. After

comparing aggression and peer competence, the study suggests that mutual friendship is an important factor in children's social development as early as preschool (ages three to six) (Lindsey, 2002). Lack of relationships may lead to increased aggression. Analysis of 36 children followed over two years revealed that children with at least one mutual friend during the first year, were liked more by peers a year later than children with no mutual friends, even after controlling for children's year-one peer acceptance level. Thus, children in preschool can make friendships with others regardless of whether they have a mutual friend.

Another study investigated the effectiveness of the Skillstreaming program when used as a short-term intervention with preschool children (Niehues, 2006). The study examined 25 four-year-old children who were taught five skills through the Skillstreaming program. All five skills indicated significant growth in level of mastery (Niehues, 2006). This research showed the importance of social skills. Further, it showed that it is possible to use this program to teach skills and for children to retain benefits.

Finally, a study by Lee (2007) examined social interaction with peers, peer relationships, and socioemotional adjustment of 246 preschool aged children at Head Start preschools. Lee (2007) examined how variations in experience salient to immigrant families related to children's peer play and peer relationships in Head Start classrooms. He explored the dynamics of peer interactions and relationships in classrooms of immigrant children with varying degrees of ethnic diversity. Lee (2007) found that parents reported that their children were more popular with their peers than others whose parents did not receive the training. Although children did not show a preference for peers of the same ethnicity, same-ethnic dyads as opposed to cross-ethnic dyads played

together more often and engaged in more complex play. Language and culture may have been a factor for children being more interactive than others who came from another region.

Children who were popular with peers and/or had more friends were more likely to be rated by teachers as prosocial with peers and less likely to be rated as aggressive, asocial, hyperactive, or excluded by peers. Here teachers play a role through encouraging children to play or make friendships with peers through reinforcements, evaluation, or rewards in front of peers. Social skills help children who need development in their social life and that affects sociometric status. The purpose of implementing social skills training is to develop students' social lives. This will improve friendships among peers, which will affect their behaviors and friendships both immediately and in future years.

In summary, social skills are multidimensional, interactive, and context specific behaviors. Elliott et al. (2012) indicated that social skills can help to form relationships with peers and improve friendships. They may improve the social environment for students by making them more interactive with others, which may further influence school outcomes.

The discussion in this chapter focused on how children acquire social skills and how they may differ in performance. It also discussed which methods teachers can use in training, modeling, and roleplaying. One of methods that offers information about peer statuses is a sociometric instrument designed to assess social skills. "School psychologists have central roles in using or supporting the use of social skills assessment through administration of the assessment or supporting teachers and parents in interpreting and understanding assessment results" (Elliott et al., 2002, p. 215).

According to Treuting (1992), age, verbal skills, and cognitive abilities all influence the type of technique which can be successfully used for accurate assessment. Thus, the crucial role of the early school environment in promoting social development that will affect students' social lives, help them adjust more easily, and reduce behavioral problems like aggression. Using good social skills leads to a reduction in behavioral problems which affect a child's successful academic career and his or her life in general. Also, its aim is to increase confidence in children.

This research is based on the book *Skillstreaming in Early Childhood* by McGinnis (2012). The Skillstreaming checklist examines important social skills which students need, whether in preschool or at home. It is easy for parents and teachers to use. They do not need to use complicated instruments, which helps to save time. The purpose is to determine which skills a child needs to improve. The training included seven lessons for teaching children who needed to improve their social skills. These lessons included: reading others, feeling left out, dealing with teasing, relaxing, knowing when to tell, dealing with losing, and wanting to be first. Training took place over 14 days.

Hypotheses

From the aforementioned theories and research findings, the following hypotheses were derived:

1. The Skillstreaming program is effective for children between three and four-years of age. Adoption of these skills will enable individuals to interact with others in a more adaptive manner
2. Skillstreaming training will influence rejected or ignored cases. These children will learn social skills and improve their social standing. After

training, a previously rejected child will get a higher score than before training. Thus, children who receive Skillstreaming training will score higher on sociometric status.

3. Skillstreaming training will improve student's interactions with their peers. Training will improve skills related to playing. During training, children will develop temporary friendships. As a result, those who receive Skillstreaming training will rate higher on 'reading others.'

CHAPTER TWO

METHOD

Social skills are multidimensional, interactive, and context specific behaviors that affect many dimensions of children's lives. Gresham (2002) defined social skills as "a set of competencies that (a) help initiate and maintain positive social relationships, (b) contribute to peer acceptance and friendship development, (c) result in satisfactory school adjustment, and (d) allow individuals to cope with and adapt to the demands of the social environment." The purpose of this study is to examine the effect of the Skillstreaming training on the social skills of children who are rejected (less popular), as demonstrated by lower level sociometric status. This study also aims to help children develop better relationships with their peers, change their peer status by making friends, and help them to deal well with adults.

Participants

Participants were twelve (n =12) children between the ages of three and four who regularly attended preschool in the Midwestern United States. The genders were nearly evenly distributed, seven girls and five boys. Participants regularly attended pre-school five days per week, Monday through Friday throughout the 2016-2017 school year.

Materials

Consent forms were signed on behalf of students by a parent or guardian, (Appendix A includes a copy of the consent form for parents). Teachers completed a similar consent form (Appendix B contains a copy of the consent form for teachers). Consent forms included details about the purpose of this study. It was also used as a formal means to inform the teachers and parents that the study used a checklist for

teachers and parents to complete as part of the training program. Teachers and parents were asked to use the checklists to gather information on participants (see Appendix A and B). After training, each student was assigned a number to anonymize the data; the results present as group data which contain no identifying information.

Skillstreaming Checklist. Examination of the first and third hypotheses depended on the Skillstreaming Program. The program includes a teacher's checklist (Appendix D) and a parent's checklist (Appendix C) consisting of a Likert-type scale of 40 social skills. Instructions were attached to the checklist to explain to parents and teachers how to use the tool. This was used for measuring the effectiveness for Skillstreaming training and 'reading others' skill scores.

The Skillstreaming system has been in use for 30 years. The authors state that parents and teachers' rating of these skills is a valid way of measuring social skills (McGinnis, 2012). Two teachers can also each rate the same child and obtain similar results (McGinnis, 2012), which is good inter-rater reliability.

Ogilvie (2008) used the Skillstreaming checklist to measure social skills for middle school students with Autism Spectrum Disorders (ASD). In this study, inter-observer agreements measured the ratability; the overall agreement was 97.2%. A study by Wight and Chapparo (2008) used the Skillstreaming checklist to investigate teacher perceptions of the social abilities of primary school aged boys with learning difficulties. They found correlations between types of participant (boys with and boys without a learning disability) and subscales on the Teacher Skillstreaming Checklist in which there were statistically significant results (Chapparo, 2008).

The study of Timochko (2010) used the Skillstreaming checklist to measure social skills for students who have a language disability and students who do not have one. The study indicated no significant difference between test, re-test scores for students or teachers (Timochko, 2010). However, significance was found in several individual skills taught throughout the treatment period. The study of Niehues (2006) used the Skillstreaming checklist to determine if using Skillstreaming as a short-term intervention was effective with children in an early childhood program. She found that for five of the skills her study indicated there was significant growth in the level of mastery (Timochko, 2010).

Skillstreaming cards. The Skillstreaming in Early Childhood skills cards (see a sample in Appendix G) are illustrated for non-readers and show the behavioral steps for each skill that was taught. This was "designed for students use during Skillstreaming sessions. Cards list the behavioral steps for each of the 40 early childhood and kindergarten Skillstreaming skills" (McGinnis & Goldstein, 2003, p. 264). For example, skill number 34 is "Be Honest". There are three steps: think of what can happen, decide to tell the truth, and say it. "Skillstreaming has a history and development going back to the early 1970s where three psychological approaches were used to alter ineffective behavior — psychodynamic, humanistic, and behavior modification" (Timochko, 2010, p. 15).

Sociometric status instrument. The purpose of Sociometrics is to provide information about a child's peer relationships and their peer status. It is easy to use with children. "Its techniques are the measures of inter-personal attraction among the members of a specified group" (Balda et al., 2005, p. 271). The sociometric instrument shown in

Appendices D and E is a novel tool designed specifically for the examination of hypothesis two. Appendix E is a faces scale, which is a non-verbal method of assessment that uses a Likert scale of five faces. The scale goes from very sad to very happy. Appendix F is a data collection sheet and summary form. Sociometrics have been examined since the early 1980s. The resulting data suggests that peer nomination procedures are a valid way of obtaining peer status. Baydik and Bakkaloğlu (2009) examined the criterion validity of the peer rating method. They found a large correlation ($r = .61$) between the peer ratings of students with special needs and those of a control group. They concluded that the peer rating method was sufficient for obtaining peer status. They also examined the reliability of this measure, and found that all correlation coefficients were significant at the $p<.001$ significance level.

Procedure

Testing took place at a preschool center on the campus of a regional university. The director of the center asked for parents' participation during morning check- in. She emailed parents who thought their children needed to improve their social skills. She then distributed informed consent and parent's checklist forms. The director and the teacher arranged a time for training that worked with the children's schedule. Participants received training over a 14-day period. Skills to be trained were chosen once score sheets were returned from parents and teachers. Researchers checked each child's score and computed the average. If a child's score was three or less out of five, the student was coded for training in that specific domain. Seven skills showed as needing the most work for the majority of participants: readings others, feeling left out, dealing with teasing, relaxing, knowing when to tell, dealing with losing, and wanting to be first.

Hypothesis One. Teachers and parents rated participating students on each skill before training. The researcher then coached students using the Skillstreaming program. Coaching included seven lessons for children who needed to improve social skills, reading others; feeling left out; dealing with teasing; relaxing; knowing when to tell; dealing with losing; and wanting to be first. The length of each lesson was seven minutes. After training, teachers and parents rated the student on their performance of the social skill.

Hypothesis Two. Students met individually with the researcher. The researcher then introduced the face scale (Appendix E) and explained how to rate others using the friendly faces. Using the questions in Appendix F, each participant rated each participant on three metrics, 'How would you feel if you played with this child?'; 'How would you feel if this child came to your birthday?', and 'How would you feel if this child spent the night in your house?' Participants responded using the faces scale.

Hypothesis Three. For ease of training, researchers divided twelve participants into two groups of six, the 'green apple' and 'red apple' groups. During training, students sat down in groups to receive training on cards with friendship related skills. The researcher explained the first step was to look at the face, then discussed the possible meanings for each facial expression e.g., smiling, clenching teeth. The researcher then discussed the importance of understanding the facial expression. The researcher explained the next step was to look at the body posture and discussed the meanings for each expression e.g., making fits with hand, placing a hand on hips. The researcher then discussed the importance of understanding the facial expression. Participants were shown pictures of facial expressions or body posture and then asked to interpret the meaning.

Design

This study used a correlated, repeated measures design. This relied on 'before' and 'after' data from the teacher's checklist, parent's checklist, and the sociometric scale. All participants were given a pre-test and a post-test. The purpose of this design was to determine if the difference in scores may be attributable to Skillstreaming training. Analysis then used a correlated t-test to determine the means and differences.

Data Analysis

Skillstreaming score. By using the grouping chart (Appendix H), each participant's score was tallied for the 40 skills. To calculate scores, the teacher and parents scores were averaged in each domain. Participants received Skillstreaming training in the seven lowest scoring domains. Domain scores were summed to calculate total scores. For pre-and post-test, data ranged from 80 to 400. For statistical analysis, means were compared using a correlated t-test.

Sociometrics scale. The summary form (Appendix F), holds examples of the data collection process using children's names. Each child has a ranking that he or she receives from their peers. Individual peer rankings were recorded using the data collection sheet, and these ranged between 1 and 5. The total row ranged from 33 – 165. The minimum score per child is 3 (three cards x one point per card). The total column is the sum of answers for all three questions. The maximum score per child is 15 (three cards x five points per card). The total for each child was then calculated. This ranged from 33 – 165. For statistical analysis, means were compared using a correlated t-test.

Friendship score. Individual peer rankings were recorded using the Grouping Chart (Appendix H). Scores ranged from 16 to 80. Participants scores were totaled and means were compared using a correlated t-test.

CHAPTER THREE

RESULTS

The present study examined the effect of Skillstreaming training on peer status and social skills in preschool-age children. Participants received training on seven skills over 14 days. Teachers and parents evaluated students using checklists. The checklists measured social skills before and after training. To evaluate peer status, students ranked their peers using a sociometric instrument. Researchers then used a correlated samples design to determine significance, and they analyzed all three hypotheses by comparing before and after group mean scores.

Hypothesis 1

"The Skillstreaming program is effective for children between three and four-years of age" There was a significant increase in social skills scores after training M = 179.50 (11.91) than before M = 161.08 (14.19), t (12) = -4.61, p = .0002, d = 1.33 (see table 1 and 2). Results showed a statistically significant increase in social skills after training as measured by the Skillstreaming training checklist (see figure 1).

Hypothesis 2

"Children who receive Skillstreaming training will score higher on sociometric status." Participants scored significantly higher on sociometric status after training M = 139.50 (15.21) than before M = 130.42 (23.47), t (12) = -1.87, p = 0.015, d = 0.54 (see table 1 and 2). Results show a statistically significant increase in the sociometric status of participants (as rated by peers) after Skillstreaming training as measured by the sociometric status instrument (see figure 2).

Hypothesis 3

"Those who receive Skillstreaming training will rate higher on 'reading others.'" There was a significant increase in the 'reading others' skill score after training $M = 4.17$ (.58) than before $M = 3.63$ (.68), t (12) = -3.463, $p = 0.0008$, $d = 1.0$ (see table 1 and 2). Results showed a statistically significant increase on the 'reading others' metric after Skillstreaming training. (See figure 3).

Social Skills Training

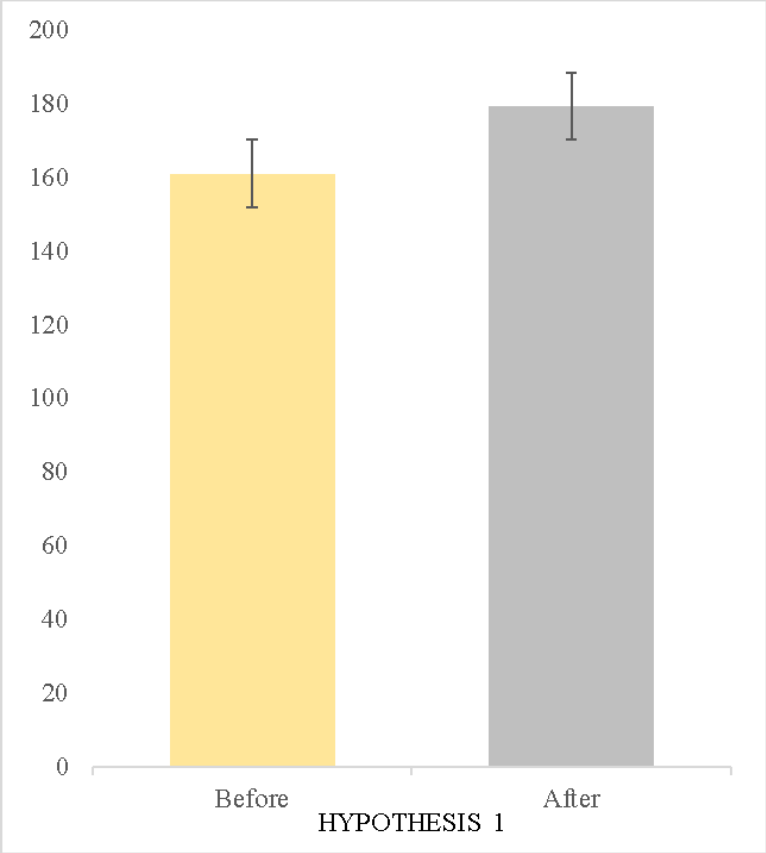

Figure 1.0 There was a significant increase in social skills scores after training *M* = 179.50 (11.91) than before *M* = 161.08 (14.19).

Peer Status

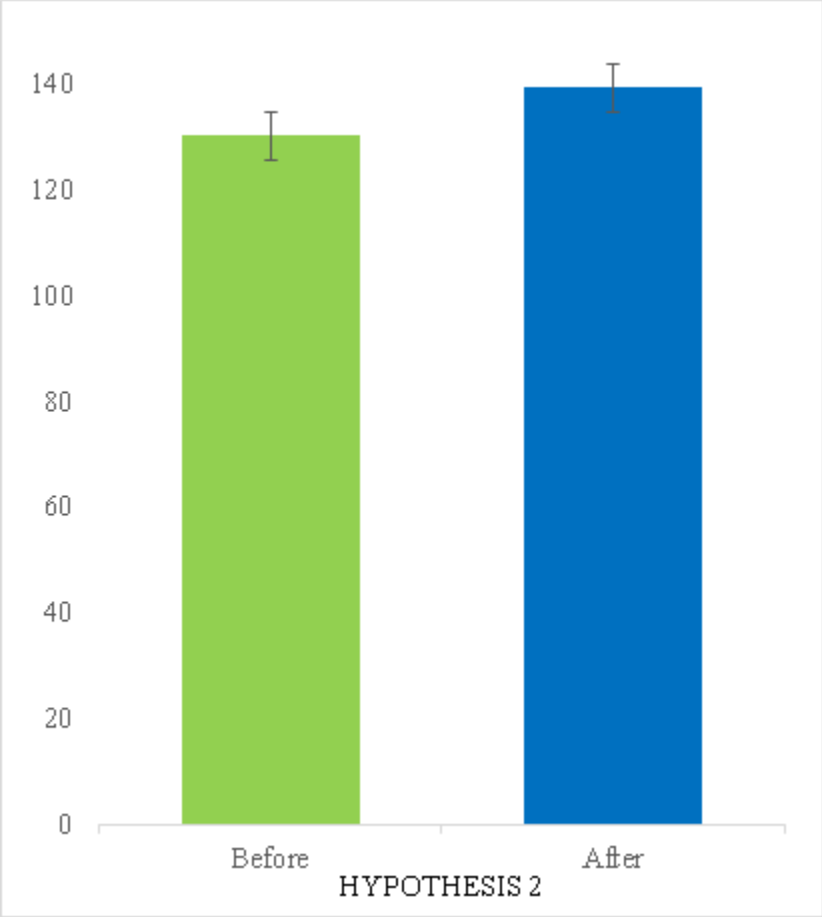

Figure 2.0 Participants scored significantly higher on sociometric status after training *M* = 139.50 (15.21) than before *M* = 130.42 (23.47).

Reading Others

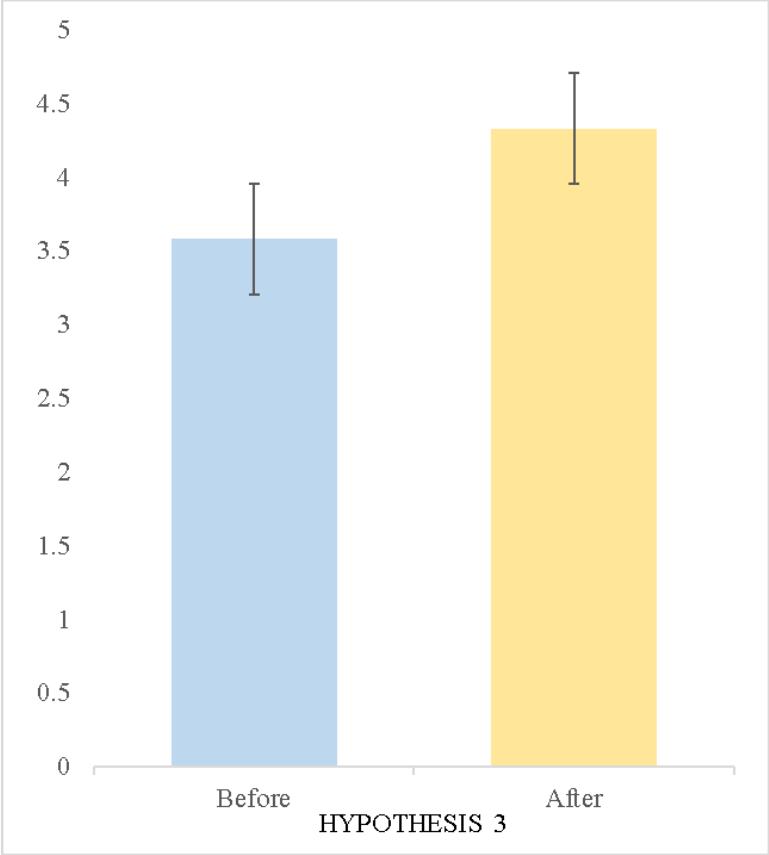

Figure 3.0 There was a significant increase in the 'reading others' skill score after training *M* = 4.17 (.58) than before *M* = 3.63 (.68).

Table 1

Summary of Paired Samples t-Test Results

Before - After	*t*	*p*	*d*
Social Skills Training (Hypothesis 1)	-4.612	0.0002	1.3333
Peer Status (Hypothesis 2)	-1.866	0.0148	0.5385
Reading Others (Hypothesis 3)	-3.463	0.0008	0.9997

Table 2

Summary of Means and Standard Deviation of Hypotheses 1 - 3

	n	*mean*	*SD*
Social Skills Training (Hypothesis 1) Before	12	161.083	14.189
After	12	179.500	11.912
Peer Status (Hypothesis 2) Before	12	130.416	23.465
After	12	139.500	15.210
Reading Others (Hypothesis 3) Before	11	3.625	0.678
After	12	4.166	0.577

CHAPTER FOUR

DISCUSSION

The present study investigated Skillstreaming as a means to teach social skills: that, the Skillstreaming program is effective, that children who receive Skillstreaming training will score higher on sociometric status, and those who receive Skillstreaming training will rate higher on 'reading others.' Social skills include learned behaviors that enhance individuals' abilities to positively interact with others in their environment. To avoid negative interactions with others, an individual needs to learn socially acceptable behaviors. According to Elliott & Gresham (2008), "Socially acceptable and learned forms of behavior that enable an individual to interact effectively with others and to avoid or escape unacceptable behavior that results in negative social interactions with others."

Hypothesis One

The Skillstreaming program is effective for children between three and four-years of age. Adoption of these skills will enable individuals to interact with others in a more adaptive manner. Results showed a statistically significant increase in social skills after training as measured by the Skillstreaming training checklist.

Researchers conducted the investigation from the assumption that social skills training will help students practice what they learn and thereby gain a better understanding. This type of learning may be accomplished in school or at home. By practicing in a safe environment, students may be more willing to express their feelings. This can open avenues of verbal and non-verbal expression previously unavailable to students. Children who learn social skills cope with behavior problems through interacting with their peers or siblings. Thereby, new skills are acquired through

connections with others; alternatives to problems are passed from one child to the next. Students can implement strategies to reduce aggression. The "dealing with teasing" skill offers alternatives to problem behavior. By knowing what he or she should do, a child can reduce the possibility of acting out. In this regard, social skills training is a preventive factor against problem behavior.

New skill acquisition supports behaviors, like cooperation, and social skills training may reduce undesired behaviors (Elias et al., 1997). Social skills help children handle a variety of social situations, particularly through employing skills that help them cope with difficult social positions, such as dealing with mistakes. Social skills affect not only relationships with others but also the development of the interpersonal characteristics. Students demonstrate these skills through listening skills and honesty. Social skills contribute to self-esteem and confidence (McGinnis, 2012). For example, when a child learns a new problem solving skill, they develop thinking skills and generate alternative problem solving behaviors (McGinnis, 2012). Thus, they may learn to anticipate consequences and improve social competence.

Social skill training benefits the preschool environment. Once children acquire new skills, the burden on teachers to manage every social interaction in class may decrease. This may work to improve the classroom atmosphere. After training, students may be able to build relationships with teachers and adults with fewer difficulties. Similarly, these skills increase students' pre-academic readiness. For instance, in acquiring new social skills, children learn many strategies that are useful for school success, such as thinking aloud and retention. "Acceptable levels of mastery on selected

social skills have the potential to positively affect both academic performance and social status" (Gresham, 2010, p. 340).

Social skill development affects the emotional lives of students (Gresham, 2010, p. 338). Children may express behaviors inappropriately while under stress. By implementing new social skills, children learn how they cope with stress. They often face varied situations where they know what they want ("I want this to stop") but do not know how to advocate for their own interest. Social skills training provides children with an appropriate means for dealing with complex situations. This can help avoid problem situations. When children learn the "knowing when to tell" skill (which helps them choose when to involve an adult in a problem), it may help them involve an adult sooner, thus avoiding an emotionally salient situation.

Finally, social skills can improve the relationships between peers. They enhance peer acceptance levels of social interaction. These skills play a role in friendship development. As children gain social skills, they engage more easily in cooperative play. When a child knows, and can implement, the simple steps to play with other children, this leads to more active members in a group. This process is supported through skills which improve students' behaviors and understanding of the rules of play, like "waiting your turn." This has a positive effect on the peer status of children.

Hypotheses Two and Three

Skillstreaming training will influence rejected or ignored status. These children will learn social skills and improve their social standing. After training, a previously rejected child will get a higher score than before training. Thus, children who receive Skillstreaming training will score higher on sociometric status. Results show a

statistically significant increase in the sociometric status of participants (as rated by peers) after Skillstreaming training as measured by the sociometric status instrument.

Skillstreaming training will improve student's interactions with their peers. Training will improve skills related to play. During training, children will develop temporary friendships. As a result, those who receive Skillstreaming training will rate higher on 'reading others.' Results showed a statistically significant increase on the 'reading others' metric after Skillstreaming training.

During preschool, children begin to understand that many actions are incomplete without others (e.g., cooperative playing). Learning to communicate effectively with others by using a variety of attitudes is an adaptive skill that must be acquired at an early age. "Children who are in the process of becoming friends are more likely to communicate clearly, self-disclose more often, and resolve conflicts more effectively than do children who do not become friends" (Rubin et al., 2005, p.480). Popular children have high levels of social competence (Balda et al., 2005). They interact with others by using verbal and non-verbal communication.

Researchers proceeded from the assumption that social skills training for students who lack in popularity would increases the quality of student's peer interactions. That by practicing, students gain understanding; when children receive social skills training, their social status score would improve. "Peer status and friendships are correlated, but their differences are clearly seen in the fact that not all popular children have friends, and many rejected children do" (Bagwell & Schmidt, 2013).

There are two forms of peer relationship, peer acceptance and friendships. Peer acceptance levels amongst students and their peers increases good behaviors. These

children easily build relationships with classmates. Good peer relationships include features of friendships such as trust, communication, and readiness to help others. Friendships among peers play a role in a variety of domains which impact a child in many ways. Children who have friends are more confident and are often more engaged in school activities. Friendships enhance the perception about a student's school. This may increase the feeling of belonging to a school. Children who have friends are more attached to their school and have more positive feelings associated with their school. As a result, the school spends less time and money on problems like truancy.

Friendships assist children in the development of cooperative playing skills such as sharing, turn taking, talking to peers, asking questions and responding to requests. This contributes to the development of language and communication skills. Friendships contribute to the academic development of students. When friends practice together or work in a group, this encourages them to do their best. Friendships in childhood serve to (a) provide support, self-esteem enhancement, and positive self-evaluation; (b) provide emotional security; (c) provide affection and opportunities for intimate disclosure" (Rubin et al., 2005, p.474).

The, "Reading others skill" is key in interpreting gestures, body language, and other non-verbal communication. Understanding facial expressions helps in the interpretation of feelings. The early development of this skill is critical because understanding gestures from peers may help children better understand the intended message. By improving this skill, children improve their interpretation of emotional and social cues. Children recognize positive and negative emotions in others through regular practice. Teachers and parents use this skill to help children interpret gestures on behalf

of their peers. For example, a teacher can interpret some gestures for children by using modeling. This interaction will enhance relationships among students and support the development of children's friendships.

Peer relationships are a protective factor for successful social adaptation. This is accomplished by reducing negative behaviors. These behaviors are often the result of a rejected status (e.g., aggression, social withdrawal). If a child feels rejected, this may present as emotional problems like loneliness or avoidance of social situations. “Children who were rejected by peers developed less favorable school attitudes and were more likely to avoid school and to have poor school performance over the school year” (Lee, 2007, p.20). Difficulty in building friendships may cause long-term social dissatisfaction.

This is predictive of later life problems. Dropping out of school, social withdrawal, or other school maladjustments may be signs of early social rejection. Overcoming these effects will appear as social competence. Thus, students who are more popular have higher self-esteem than students who do not have friends or who have a rejected status. Development of social skills demonstrates a student’s development in the ability to understand others, their emotions, and behaviors.

Limitations:

Some limitations include limited sample size and a homogeneous group (that is, they are all from the same town, school, and mostly the same language/ethnicity). Because of this, the results may not be generalizable outside of middle America.

This research used a small sample based primarily on availability. Given a larger sample, a more thorough statistical analysis could be conducted. Participants formed a homogeneous group. That is, the sample of participants is from the same town and

school. They all spoke the same language and were of Caucasian decent. They were from educated families where the parents are faculty or students. Because of this, participants may have been more receptive to learning new skills. Also, students were unfamiliar with the researcher. They may have responded differently to a teacher instead of a stranger.

Limitations of instrumentation also exist. The sociometric instrument is a novel device designed specifically for this study. Thus, it lacks extensive validation.

For treatment integrity, the Skillstreaming program has a built-in transfer of training approach to assist schools in coordinating efforts with parents, (e.g., McGinnis, 2012, pp 273-297). By sharing notes about how children practice the skills that they have learned at school in other contexts, skills are likely to be learned more rapidly.

Direction for future researchers:

The effect of the Skillstreaming program on social skills and socialization deserves continuing study. The nascent understanding of the process of socialization in preschoolers should be considered. Upon replication, future researchers could take into consideration some additional issues not covered in this study. There may be different results if participants come from a larger, more representative, sample. One may try to include greater diversity in participants. Also, gender differences could be examined. Lastly, one could conduct a longitudinal study to examine the efficacy of the skills taught by the Skillstreaming method over time.

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APPENDICES

Appendix A - Consent Form for Parents

INFORMED CONSENT DOCUMENT

The Department of Psychology at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach. Likewise, if you choose not to participate, you will not be subjected to reprimand or any other form of reproach.

The purpose of this study is to improve social skills for students who have a lack of specific social skills and change their peer status. This study will use a checklist for the parents. This research will depend on book by McGinnis which is *Skillstreaming in Early Childhood*. The training will include some lessons for teaching children who need to improve their social skills. At the time of training, the student will meet five times a week for four weeks, and the length of each lesson is approximately 15 minutes. After four weeks parents will be asked again to use the same checklists for the Skillstreaming Program.

The benefits to be expected are that the children who participate in social skill training usually have improved social skills. Most children who are participants in this training enjoy it. The data taken would help the teachers know which children need extra social help. Getting information from children that could give them positive social skills practice that can lead to social skills improvement.

There is no any harm for your child, and your child will receive social skills training except he or she will not receive a program as regular class in preschool in session period. The data taken on the children will not have the names of the children but each child will have a code instead of a name. The individuals' data will not be reported on publication, only group results.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Feel free to contact me at my email address if you have any questions.

Leliyan Hammo
lelham585@g.emporia.edu

_____ _____

Subject Date

_____ _____

Parent or Guardian (if subject is a minor) Date

Appendix B -Consent Form for Teachers

INFORMED CONSENT DOCUMENT

The Department of Psychology at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach. Likewise, if you choose not to participate, you will not be subjected to reprimand or any other form of reproach.

The purpose of this study is to improve social skills of students who have a lack of specific social skills and change the peer status. This study will use a checklist for teachers. This research will depend on a book by McGinnis which is *Skillstreaming in Early Childhood*. The training will be some lessons for teaching children who need to improve their social skills. At the time of training, the student will meet five times a week for four weeks, and the length of each lesson is approximately 15 minutes. After four weeks parents will be asked again to use same checklists for the Skillstreaming Program.

The benefits to be expected are that children who participate in social skill training will improve and get better form peer statues and get social skills. The main goals are that have a better understanding of social skills and that will expected effect on children for dealing with peers and adults.

Due of the purpose of this study is that getting information from children that could give positive social skills practice that can lead to social skills improvement. "I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Feel free to contract me at my email address if you have any questions.

Leliyan Hammo
lelham585@g.emporia.edu

_____ _____

Subject Date

_____ _____

Teacher’s name Date

Appendix C - Skillstreaming Checklists Parents

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PARENT CHECKLIST

Name_____ Date_____

Child's name _____Birth date _____

INSTRUCTIONS: Based on your observations in various situations, rate your child's use of the following skills.

Circle 1 if the child is *almost never* good at using the skill.
Circle 2 if the child is *seldom* good at using the skill.
Circle 3 if the child is *sometimes* good at using the skill.
Circle 4 if the child is *often* good at using the skill.
Circle 5 if the child is *almost always* good at using the skill.

	almost never	seldom	sometimes	often	almost always
1. **Listening:** Does your child listen and understand when you or others talk to him/her? Comments:	1	2	3	4	5
2. **Using Nice Talk:** Does your child speak to others in a friendly manner? Comments:	1	2	3	4	5
3. **Using Brave Talk:** Does your child use a brave or assertive tone of voice in a conflict with another child? Comments:	1	2	3	4	5
4. **Saying Thank You:** Does your child say thank you or in another way show thanks when someone does something nice for him/her? Comments:	1	2	3	4	5
5. **Rewarding Yourself:** Does your child tell you when he/she has done a good job? Comments:	1	2	3	4	5
6. **Asking for Help:** Does your child ask in a friendly way when he/she needs help? Comments:	1	2	3	4	5

Skillstreaming

From *Skillstreaming in Early Childhood: Teaching Prosocial Skills* (3rd ed.), © 2012 by E. McGinnis, Champaign, IL: Research Press (www.researchpress.com, 800-519-2707).

	almost never	seldom	sometimes	often	almost always
7. **Asking a Favor:** Does your child ask favors of others in an acceptable way? Comments:	1	2	3	4	5
8. **Ignoring:** Does your child ignore other children or situations when it is desirable to ignore them? Comments:	1	2	3	4	5
9. **Asking a Question:** Does your child ask questions about something he/she doesn't understand? Comments:	1	2	3	4	5
10. **Following Directions:** Does your child seem to understand and follow directions that you give? Comments:	1	2	3	4	5
11. **Trying When It's Hard:** Does your child continue to try when something is difficult instead of giving up? Comments:	1	2	3	4	5
12. **Interrupting:** Does your child know when and how to interrupt when he/she needs something? Comments:	1	2	3	4	5
13. **Greeting Others:** Does your child acknowledge acquaintances when it is appropriate to do so? Comments:	1	2	3	4	5
14. **Reading Others:** Does your child pay attention to a person's nonverbal language and seem to understand what is being communicated? Comments:	1	2	3	4	5
15. **Joining In:** Does your child use acceptable ways of joining in an activity with friends or family? Comments:	1	2	3	4	5

	almost never	seldom	sometimes	often	almost always
16. **Waiting Your Turn:** Does your child wait his/her turn when playing a game with others? Comments:	1	2	3	4	5
17. **Sharing:** Does your child share most materials and toys with his/her friends? Comments:	1	2	3	4	5
18. **Offering Help:** Does your child recognize when someone needs or wants help and offer this help? Comments:	1	2	3	4	5
19. **Asking Someone to Play:** Does your child ask other children to play or join in his/her activity? Comments:	1	2	3	4	5
20. **Playing a Game:** Does your child play games with friends in a fair manner? Comments:	1	2	3	4	5
21. **Knowing Your Feelings:** Does your child identify his/her feelings? Comments:	1	2	3	4	5
22. **Feeling Left Out:** Does your child deal with being left out of an activity without losing control or becoming upset? Comments:	1	2	3	4	5
23. **Asking to Talk:** Does your child talk about his/her problems when upset? Comments:	1	2	3	4	5
24. **Dealing with Fear:** Does your child know why he/she is afraid and deal with this fear in an acceptable way (e.g., by talking about it)? Comments:	1	2	3	4	5

	almost never	seldom	sometimes	often	almost always
25. **Deciding How Someone Feels:** Does your child identify how another person appears to be feeling by what the person says? Comments:	1	2	3	4	5
26. **Showing Affection:** Does your child show that he/she likes someone in an acceptable way? Comments:	1	2	3	4	5
27. **Dealing with Teasing:** Does your child deal with being teased in acceptable ways? Comments:	1	2	3	4	5
28. **Dealing with Feeling Mad:** Does your child use acceptable ways to express his/her anger? Comments:	1	2	3	4	5
29. **Deciding If It's Fair:** Does your child accurately assess what is fair and unfair? Comments:	1	2	3	4	5
30. **Solving a Problem:** When a problem occurs, does your child state alternative, acceptable ways to solve the problem? Comments:	1	2	3	4	5
31. **Accepting Consequences:** Does your child accept the consequences for his/her behavior without becoming angry or upset? Comments:	1	2	3	4	5
32. **Relaxing:** Is your child able to relax when tense or upset? Comments:	1	2	3	4	5
33. **Dealing with Mistakes:** Does your child accept making mistakes without becoming upset? Comments:	1	2	3	4	5

	almost never	seldom	sometimes	often	almost always
34. **Being Honest:** Does your child admit that he/she has done something wrong when confronted? Comments:	1	2	3	4	5
35. **Knowing When to Tell:** Does your child refrain from telling on others about small problems? Comments:	1	2	3	4	5
36. **Dealing with Losing:** Does your child accept losing at a game or activity without becoming upset or angry? Comments:	1	2	3	4	5
37. **Wanting to Be First:** Does your child accept not being first at a game or activity? Comments:	1	2	3	4	5
38. **Saying No:** Does your child say no in an acceptable way to things he/she doesn't want to do or to things that may get him/her into trouble? Comments:	1	2	3	4	5
39. **Accepting No:** Does your child accept being told no without becoming upset? Comments:	1	2	3	4	5
40. **Deciding What to Do:** Does your child choose acceptable activities on his/her own when feeling bored? Comments:	1	2	3	4	5

Appendix D - Skillstreaming Checklists Teachers

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TEACHER/STAFF CHECKLIST

Student _____ Class/age _____

Teacher/staff _____ Date _____

INSTRUCTIONS: Listed below are a number of skills that children are more or less proficient in using. This checklist will help you evaluate how well each child uses the various skills. For each child, rate his/her use of each skill, based on your observations of his/her behavior in various situations.

Circle 1 if the child is *almost never* good at using the skill.

Circle 2 if the child is *seldom* good at using the skill.

Circle 3 if the child is *sometimes* good at using the skill.

Circle 4 if the child is *often* good at using the skill.

Circle 5 if the child is *almost always* good at using the skill.

Please rate the child on all skills listed. If you know of a situation in which the child has particular difficulty using the skill well, please note it briefly in the space marked "Problem situation."

	almost never	seldom	sometimes	often	almost always
1. **Listening:** Does the child appear to listen when someone is speaking and make an effort to understand what is said? Problem situation:	1	2	3	4	5
2. **Using Nice Talk:** Does the child speak to others in a friendly manner? Problem situation:	1	2	3	4	5
3. **Using Brave Talk:** Does the child use a brave or assertive tone of voice in a conflict with another child? Problem situation:	1	2	3	4	5
4. **Saying Thank You:** Does the child say thank you or in another way let others know he/she appreciates help given, favors, and so forth? Problem situation:	1	2	3	4	5
5. **Rewarding Yourself:** Does the child say when he/she has done a good job? Problem situation:	1	2	3	4	5

Skillstreaming From *Skillstreaming in Early Childhood: Teaching Prosocial Skills* (3rd ed.), © 2012 by E. McGinnis, Champaign, IL: Research Press (www.researchpress.com, 800-519-2707).

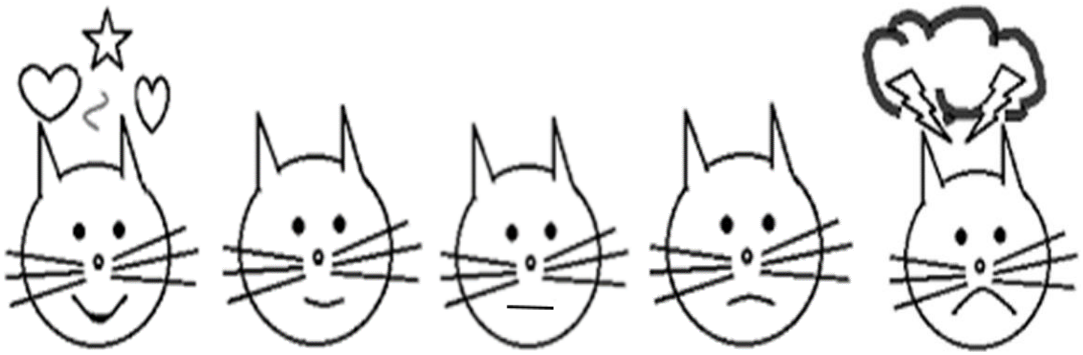
	almost never	seldom	sometimes	often	almost always
6. **Asking for Help:** Does the child request help when needed in an acceptable manner? Problem situation:	1	2	3	4	5
7. **Asking a Favor:** Does the child ask favors of others in an acceptable way? Problem situation:	1	2	3	4	5
8. **Ignoring:** Does the child ignore other children or situations when it is desirable to do so? Problem situation:	1	2	3	4	5
9. **Asking a Question:** Does the child ask questions about something he/she doesn't understand? Problem situation:	1	2	3	4	5
10. **Following Directions:** Does the child seem to understand directions and follow them? Problem situation:	1	2	3	4	5
11. **Trying When It's Hard:** Does the child continue to try when something is difficult instead of giving up? Problem situation:	1	2	3	4	5
12. **Interrupting:** Does the child interrupt when necessary in an appropriate manner? Problem situation:	1	2	3	4	5
13. **Greeting Others:** Does the child acknowledge acquaintances when it is appropriate to do so? Problem situation:	1	2	3	4	5
14. **Reading Others:** Does the child pay attention to a person's nonverbal language and seem to understand what is being communicated? Problem situation:	1	2	3	4	5

	almost never	seldom	sometimes	often	almost always
15. **Joining In:** Does the child use acceptable ways of joining in an ongoing activity or group? Problem situation:	1	2	3	4	5
16. **Waiting Your Turn:** Does the child wait his/her turn when playing a game with others? Problem situation:	1	2	3	4	5
17. **Sharing:** Does the child share most materials and toys with peers? Problem situation:	1	2	3	4	5
18. **Offering Help:** Does the child recognize when someone needs or wants help and offer assistance? Problem situation:	1	2	3	4	5
19. **Asking Someone to Play:** Does the child ask other children to play or extend an invitation to others to join in his/her activity? Problem situation:	1	2	3	4	5
20. **Playing a Game:** Does the child play games with peers in a fair manner? Problem situation:	1	2	3	4	5
21. **Knowing Your Feelings:** Does the child identify his/her feelings? Problem situation:	1	2	3	4	5
22. **Feeling Left Out:** Does the child deal with being left out of an activity without losing control or becoming upset? Problem situation:	1	2	3	4	5
23. **Asking to Talk:** Does the child verbally express when he/she seems upset? Problem situation:	1	2	3	4	5

	almost never	seldom	sometimes	often	almost always
24. **Dealing with Fear:** When afraid, does the child know why he/she is afraid and deal with this fear in an acceptable way (e.g., by talking about it)? Problem situation:	1	2	3	4	5
25. **Deciding How Someone Feels:** Does the child identify how another person appears to be feeling by what the person says? Problem situation:	1	2	3	4	5
26. **Showing Affection:** Does the child show that he/she likes someone in an acceptable way? Problem situation:	1	2	3	4	5
27. **Dealing with Teasing:** Does the child deal with being teased in acceptable ways? Problem situation:	1	2	3	4	5
28. **Dealing with Feeling Mad:** Does the child use acceptable ways to express his/her anger? Problem situation:	1	2	3	4	5
29. **Deciding If It's Fair:** Does the child accurately assess what is fair and unfair? Problem situation:	1	2	3	4	5
30. **Solving a Problem:** When a problem occurs, does the child state alternative, prosocial ways to solve the problem? Problem situation:	1	2	3	4	5
31. **Accepting Consequences:** Does the child accept the consequences for his/her behavior without becoming angry or upset? Problem situation:	1	2	3	4	5
32. **Relaxing:** Is the child able to relax when tense or upset? Problem situation:	1	2	3	4	5

	almost never	seldom	sometimes	often	almost always
33. **Dealing with Mistakes:** Does the child accept making mistakes without becoming upset? Problem situation:	1	2	3	4	5
34. **Being Honest:** Is the child honest when confronted with a negative behavior? Problem situation:	1	2	3	4	5
35. **Knowing When to Tell:** Does the child refrain from telling on others about small problems? Problem situation:	1	2	3	4	5
36. **Dealing with Losing:** Does the child accept losing at a game or activity without becoming upset or angry? Problem situation:	1	2	3	4	5
37. **Wanting to Be First:** Does the child accept not being first at a game or activity? Problem situation:	1	2	3	4	5
38. **Saying No:** Does the child say no in an acceptable manner to things he/she doesn't want to do or to things that may get him/her into trouble? Problem situation:	1	2	3	4	5
39. **Accepting No:** Does the child accept being told no without becoming upset? Problem situation:	1	2	3	4	5
40. **Deciding What to Do:** Does the child choose acceptable activities on his/her own when feeling bored? Problem situation:	1	2	3	4	5

Appendix E - An Instrument for Children's Peers - Faces Scales



Appendix F - An Instrument for Children's Peers - Data Collection Sheet

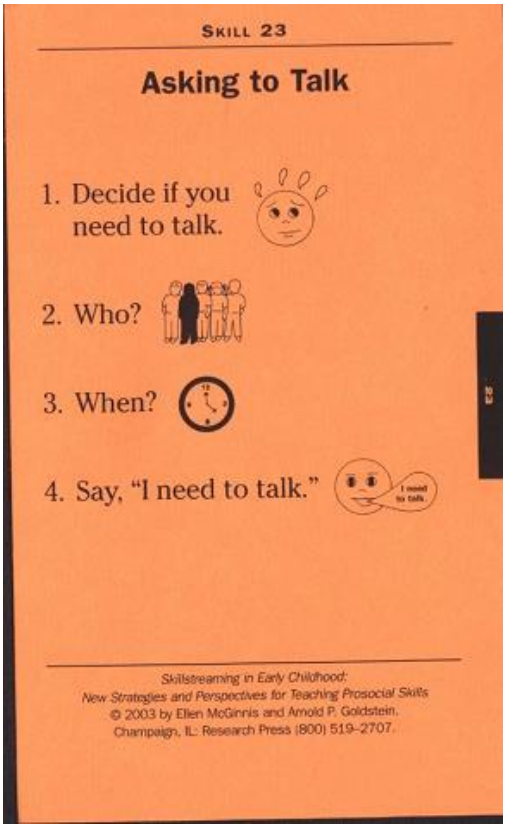
Name of a Child _____

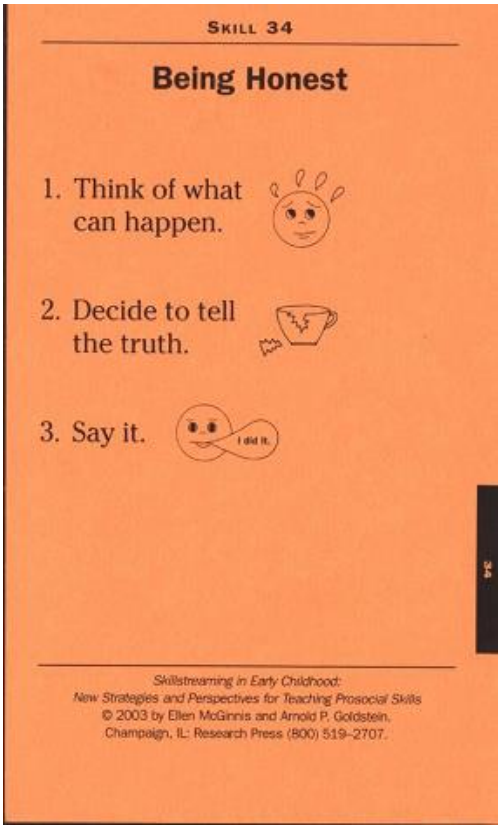
List of his or her peer's name	How would you feel if you play with this child?	How would you feel if this child came to your birthday?	How would you feel if this child spent the night in your house?	Total

Summary Form

	John	Susie	Ted	Mary	Bob	Jim	Aaron	Erin	Sam	Total
John	-									
Susie		-								
Ted			-							
Mary				-						
Bob					-					
Jim						-				
Aaron							-			
Erin								-		
Sam										-

Appendix G - Samples of Skillstreaming in Early Childhood Skills Cards





Appendix H- Grouping Chart

Student names																
GROUP I: Beginning Social Skills																
1. Listening																
2. Using Nice Talk																
3. Using Brave Talk																
4. Saying Thank You																
5. Rewarding Yourself																
6. Asking for Help																
7. Asking a Favor																
8. Ignoring																
GROUP II: School-Related Skills																
9. Asking a Question																
10. Following Directions																
11. Trying When It's Hard																
12. Interrupting																
GROUP III: Friendship-Making Skills																
13. Greeting Others																
14. Reading Others																
15. Joining In																
16. Waiting Your Turn																
17. Sharing																
18. Offering Help																
19. Asking Someone to Play																
20. Playing a Game																
GROUP IV: Dealing with Feelings																

21. Knowing Your Feelings																
22. Feeling Left Out																
23. Asking to Talk																
24. Dealing with Fear																
25. Deciding How Someone Feels																
26. Showing Affection																
GROUP V:Alternatives to Aggression																
27. Dealing with Teasing																
28. Dealing with Feeling Mad																
29. Deciding If It's Fair																
30. Solving a Problem																
31. Accepting Consequences																
GROUP VI: Dealing with Stress																
32. Relaxing																
33. Dealing with Mistakes																
34. Being Honest																
35. Knowing When to Tell																
36. Dealing with Losing																
37. Wanting to Be First																
38. Saying No																
39. Accepting No																
40. Deciding What to Do																

I, Leliyan Radhwan Salim, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

_____

Signature of Author

_____

Date

THE EFFECT OF SKILLSTREAMING TRAINING ON PEER STATUS AND SOCIAL SKILLS IN PRESCHOOL

_____

Signature of Graduate Office
Staff Member

_____

Date Received