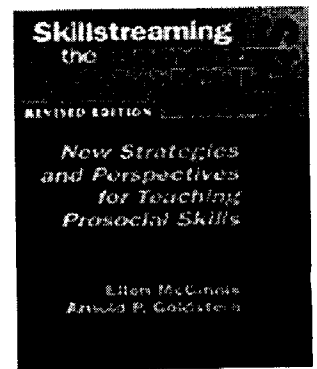


# **Skillstreaming the Elementary School Child**

## **New Strategies and Perspectives for Teaching Prosocial Skills**

Dr. Ellen McGinnis and Dr. Arnold P. Goldstein



*Skillstreaming* addresses the social skill needs of students who display aggression, immaturity, withdrawal, or other problem behaviors. This newly revised book offers the most up-to-date information for implementing the *Skillstreaming* approach, which utilizes modeling, role playing, performance feedback, and transfer (homework). Students develop competence in dealing with interpersonal conflicts and learn to use self-control. The curriculum contains 60 skill lessons and includes five skill groups: Classroom Survival Skills, Friendship-Making Skills, Dealing with Feelings, Alternatives to Aggression, and Dealing with Stress

### **Group I Classroom Survival Skills**

- Listening
- Asking for Help
- Saying Thank You
- Bringing Materials to Class
- Following Instructions
- Completing Assignments
- Contributing to Discussions
- Offering Help to an Adult
- Asking a Question
- Ignoring Distractions
- Making Corrections
- Deciding on Something to Do
- Setting a Goal

### **Group II Friendship-Making Skills**

- Introducing Yourself
- Beginning a Conversation
- Ending a Conversation
- Joining In
- Playing a Game
- Asking a Favor
- Offering Help to a Classmate
- Giving a Compliment
- Accepting a Compliment

- Suggesting an Activity
- Sharing
- Apologizing

### **Group III Skills for Dealing with Feelings**

- Knowing Your Feelings
- Expressing Your Feelings
- Recognizing Another's Feelings
- Showing Understanding of Another's Feelings
- Expressing Concern for Another
- Dealing with Your Anger
- Dealing with Another's Anger
- Expressing Affection
- Dealing with Fear
- Rewarding Yourself

### **Group IV Skill Alternatives to Aggression**

- Using Self-Control
- Asking Permission
- Responding to Teasing
- Avoiding Trouble
- Staying Out of Fights
- Problem Solving
- Accepting Consequences
- Dealing with an Accusation
- Negotiating

### **Group V Skills for Dealing with Stress**

- Dealing with Boredom
- Deciding What Caused a Problem
- Making a Complaint
- Answering a Complaint
- Dealing with Losing
- Being a Good Sport
- Dealing with Being Left Out
- Dealing with Embarrassment
- Reacting to Failure
- Accepting No
- Saying No
- Relaxing
- Dealing with Group Pressure
- Dealing with Wanting Something That Isn't Yours
- Making a Decision
- Being Honest

## SKILL 54

# Accepting No

Elementary students are often told they can't do something. Activities for this skill assist students in understanding reasons for being told no and provide skill practice.

### Objective

To accept being told no without becoming upset or angry

### Skill Steps

1. Decide why you were told no.
2. Think about your choices:
  - a. Do something else.
  - b. Say how you feel in a friendly way.
  - c. Write about how you feel.
3. Act out your best choice.

*Before conducting the activities, be sure students are able to see the **Accepting No** skill poster. As you do the activities, refer to the steps on the poster as needed.*

### Refining Skill Use

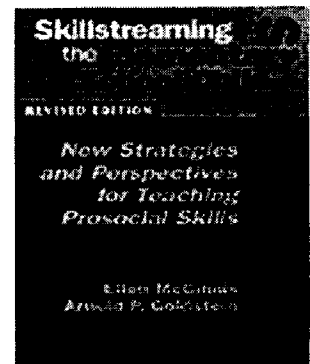
- **54.1 MATERIALS** — **Accepting No Situation Cards**; copies of the **Reasons Why Not** worksheet

Discuss with the entire group the idea that sometimes we are given a reason that we are being told no but other times we aren't. When we are given a reason, sometimes it makes it easier to accept being told no, but at other times, if we don't agree with the reason, we can get into an argument. Let students know that arguing about the reason for being told no is frustrating for adults but that students sometimes keep arguing because

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- Making a Decision
- Being Honest

## Schoolwide Application

- **54.5** MATERIALS — Bulletin board; construction paper in various colors; markers

Create a bulletin board featuring several construction-paper ice cream cones and, from the various colors of construction paper, several scoops of ice cream to put atop the cones. When a student reports using the skill of Accepting No in other classes, the hallways, cafeteria, library, or other areas of the school, write the student's name, the date, and the area of the building on a paper scoop of ice cream. Place the scoop on top of the ice cream cone on the bulletin board. When all the cones have several scoops of ice cream (you predetermine the number), serve real ice cream cones to the entire class.

## School-Home Communication

- **54.6** MATERIALS — **Accepting No School-Home Note**

As a large group, discuss situations in which students are told no at home. Ask them to practice the skill at home, writing or drawing the situations in which they use it. Ask students to return the note to school when they have used the skill. Explain that, although a parent's signature is desirable, you will accept the note without one.

## Skill Sequence

Helpful skill sequences include Asking a Favor (Skill 19) and Accepting No; and Asking Permission (Skill 37) and Accepting No.

## **Skill 54: Accepting No**

- 1. Decide why you were told no.**
- 2. Think about your choices:**
  - a. Do something else.**
  - b. Say how you feel in a friendly way.**
  - c. Write about how you feel.**
- 3. Act out your best choice.**

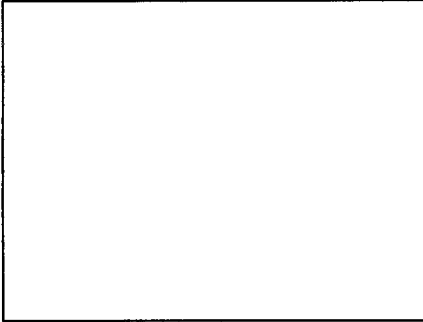
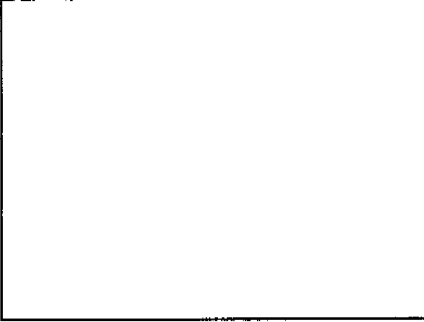
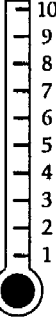
<p>1. I want to go to a learning center, but the teacher says it isn't my turn.</p> <p>SKILL 54: ACCEPTING NO</p>	<p>2. I want to stay up to watch a movie, but my mom says no.</p> <p>SKILL 54: ACCEPTING NO</p>
<p>3. I want to use the basketball at recess, but the teacher says no.</p> <p>SKILL 54: ACCEPTING NO</p>	<p>4. A friend promised to invite me over, but now he says I can't come.</p> <p>SKILL 54: ACCEPTING NO</p>
<p>5. I didn't finish my work, but I ask to go out to recess anyway. The teacher says no.</p> <p>SKILL 54: ACCEPTING NO</p>	<p>6. I ask to use the markers, but my teacher says no.</p> <p>SKILL 54: ACCEPTING NO</p>
<p>7. I ask to work with a friend to do my assignment, but my teacher says I can't.</p> <p>SKILL 54: ACCEPTING NO</p>	<p>8. I want a friend to spend the night at my house, but my parent says no.</p> <p>SKILL 54: ACCEPTING NO</p>
<p>9. I ask a friend to play together at recess, but he says no. He's playing with other friends.</p> <p>SKILL 54: ACCEPTING NO</p>	<p>10. I ask my brother if I can borrow a video to watch, and he says no.</p> <p>SKILL 54: ACCEPTING NO</p>
<p>11. I want to stay in for recess, but my teacher says no.</p> <p>SKILL 54: ACCEPTING NO</p>	<p>12. I want some money to buy a book at the school book fair, but my dad says no.</p> <p>SKILL 54: ACCEPTING NO</p>

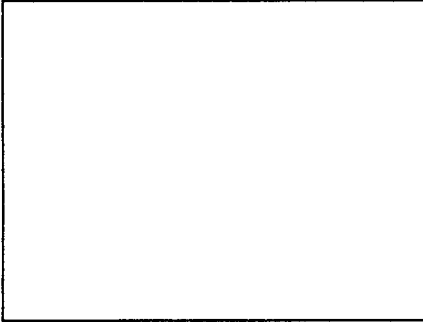
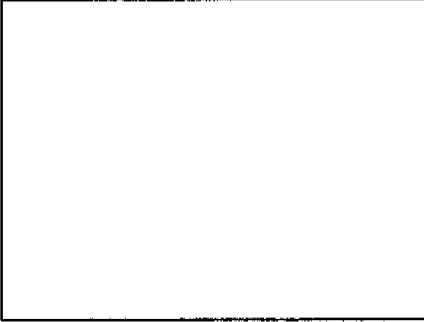
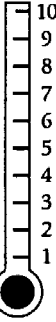


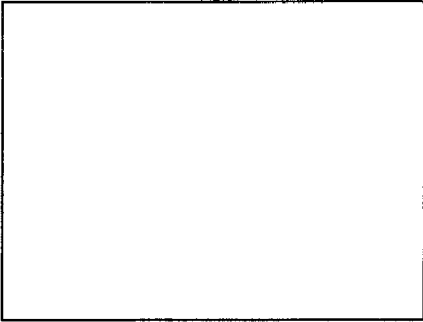
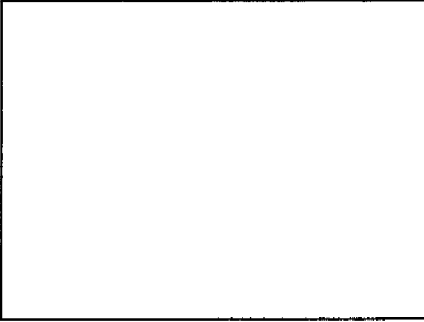
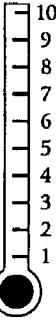
Students \_\_\_\_\_ Date \_\_\_\_\_

	<b>Reason(s)</b>	<b>Is this a good reason?</b>
<b>Situation Card 1</b>	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Situation Card 2</b>	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Situation Card 3</b>	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Situation Card 4</b>	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

# How Intense Is the Feeling?

Situation	Feeling	Intensity
		

Situation	Feeling	Intensity
		

Situation	Feeling	Intensity
		

Accepting No Two minutes of computer time	Accepting No Two minutes early to lunch
Accepting No Do an assignment at the teacher's desk.	Accepting No First in line for recess
Accepting No An extra visit to the library	Accepting No Skip two math problems.
Accepting No Choice of equipment for recess	Accepting No Five minutes to read in the beanbag chair.
Accepting No _____	Accepting No _____
Accepting No _____	Accepting No _____

Student \_\_\_\_\_ Date \_\_\_\_\_

*Your child's class has been working on the Skill of Accepting No. This skill has three steps.*

<p><b>Accepting No</b></p> <ol style="list-style-type: none"> <li>1. Decide why you were told no.</li> <li>2. Think about your choices:             <ol style="list-style-type: none"> <li>a. Do something else.</li> <li>b. Say how you feel in a friendly way.</li> <li>c. Write about how you feel.</li> </ol> </li> <li>3. Act out your best choice.</li> </ol> <p style="text-align: center;">SKILL 54</p>
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*Please help your child learn this skill by . . .*

- ◆ Recognizing and responding positively when your child uses this skill. Say, "Good work" and "Keep on trying."
- ◆ Asking questions about when and with whom your child can use this skill.
- ◆ Reminding your child to use this skill when you think the skill could be helpful.
- ◆ Signing and returning this School-Home Note by \_\_\_\_\_ with any comments or questions you might have. Thank you!

\_\_\_\_\_  
*Teacher signature*

\_\_\_\_\_  
*Parent/guardian signature*

**Comments**

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