

# **INTERPERSONAL SKILLS**

A. Interpersonal Skills		Date Completed & Level of Assistance												
		Activity			Max Mod Min			Stdby Indep N/A			Max Mod Min			Stdby Indep N/A
Basic Skill	Can respond to introductions and answer simple questions.	Based on observation of skill	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
	Can identify one friend.	IS -6 IS-7 IS-8 IS-39	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
	Look others in the eye and shakes hands if other person offers.	IS-24	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
	Can make "small talk" (face to face).	IS-1	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
	Communicates with at least one person weekly.	IS-42	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
Intermediate Skill	Can make introductions, including approaching others to introduce self.	Activity	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
		IS-1 IS-3 IS-19 IS-20 IS-25 IS-26	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
		IS-4 IS-40	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
		Based on observation of skill	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A		
		Is not harmful to others.	Based on observation of skill	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A	

Can ask for help.	IS-43 IS-44	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A
Can explain feelings.	IS-2 IS-27 IS-31 IS-32 IS-33 IS-36	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A
Can identify relationships that may be hurtful or dangerous.	IS-43	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A
<b>Advanced Skill</b>		<b>Date Completed &amp; Level of Assistance</b>									
Can identify personal strengths and needs (with assistance if necessary).	IS-41	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A
Accepts invitations from others to be involved in social activities	IS-5 IS-17	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A
Make arrangements with peers for social activities.	IS-9 IS-17	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A
Knows where to get help if unable to resolve interpersonal conflicts alone.	Based on observation of skill	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A
Has some ability to resolve conflicts with others.	IS-14 IS-15 IS-21 IS-28	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A	Max Mod Min	Stdb Indep N/A

Refrains from physical violence as a means of solving interpersonal conflict.	IS-29					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-30					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-31					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-32					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Has practiced how to say "no" to a peer who is trying to persuade him/her to do something wrong.	IS-11					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-12					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-13					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-15					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Can develop a realistic plan with appropriate steps identified to achieve goals.	IS-18					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-34					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-10					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-15					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Can describe the relationship between actions and consequences.	IS-16					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-18					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-22					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-23					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Has "good" table manners (can use knife, fork, spoons, napkin appropriately).	IS-35					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
	IS-43					Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A
Avoids hurtful or dangerous relationships.						Max Mod Min	Stdby Indep N/A	Max Mod Min	Stdby Indep N/A

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## I-15 Making Friends

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**Objective:** The student will identify three to four ways to initiate a friendship.

**Comments:**

Some students have difficulty making friends. Perhaps they are shy, too loud, or simply try too hard. In this lesson, several ways to initiate a friendship are discussed.

**Introductory Activities:**

- a. Have students list two people who have recently become their friends.
- b. Have students write the names of two people whom they consider to be friendly.

**Activity:**

Students are to examine the ten cartoon situations on the worksheet "Making Friends" and evaluate how good of a way it is to initiate making friends with someone else. In some cases, "maybe" is an appropriate answer.

**Answers (examples)** 1. No – may be too aggressive. 2. Yes – acting first. 3. Yes – go where people are. 4. No – isolating self. 5. Yes – acting friendly. 6. Yes – being helpful. 7. Yes – acting first. 8. No – critical comment or Maybe – teasing in a friendly way. 9. Yes – acting first. 10. Yes – being resourceful.

**Discussion:** Students should be prepared to explain their answers and try to come up with some general ideas for making friends such as: look and act friendly towards others, include others, be available, go where other people are, and make the first move.

1. Which of the ways on the worksheet would you try?
2. Which of the students on the worksheet would you find irritating or offensive?
3. When is the last time you picked out someone whom you would like for a friend? How did you become friends?
4. Is it harder to initiate friendships with someone of the opposite sex?
5. If you are basically a shy person, what are some quiet ways you could initiate talking or contact with someone else?

**Extension Activities:**

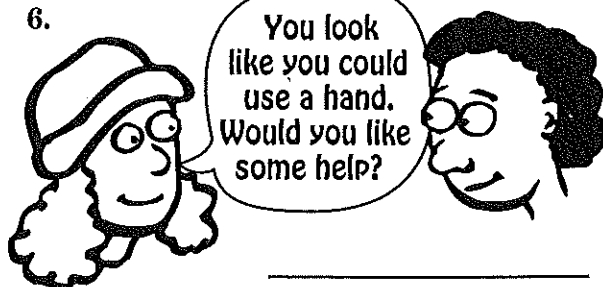
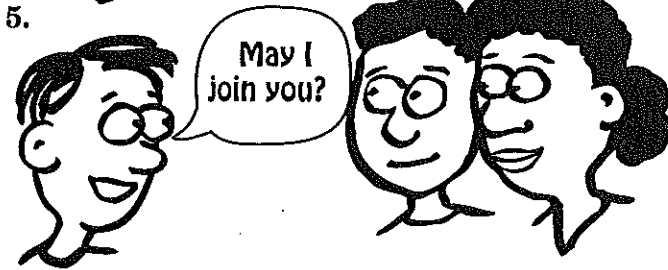
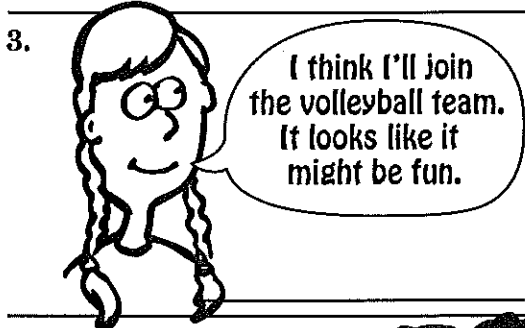
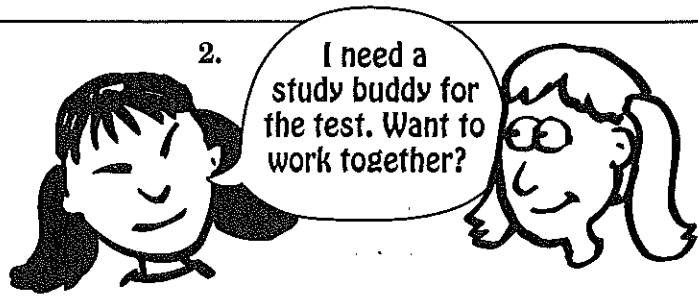
1. Have students target someone whom they would like to befriend. Have them practice friendship-making skills to initiate contact with the person. Keep a journal of progress!
2. By secret ballot, have students write the names of three people in the class/school/group who they consider to be good at making friends. Analyze why these people are friendly.

**Evaluation:**

- a. List three good ways someone could initiate a friendship with another person.
- b. List one way that would probably *not* be a good way to make friends with someone else and explain why.

## Making Friends

**Directions:** Read each situation and decide if it is or is not a good way to approach someone to initiate a friendship. Write **yes**, **no**, or **maybe** on the line next to each item. Be prepared to explain your answers!



# Your Attitude

Match the attitude demonstrated below by the characters with the impression that it gives.

\_\_\_\_\_ 1. I don't want to talk.

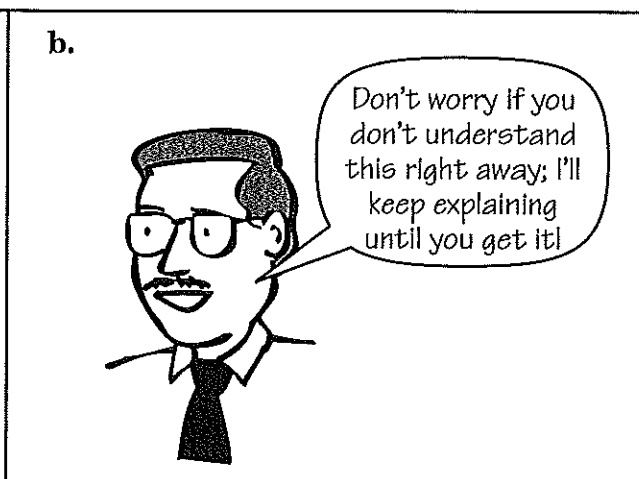
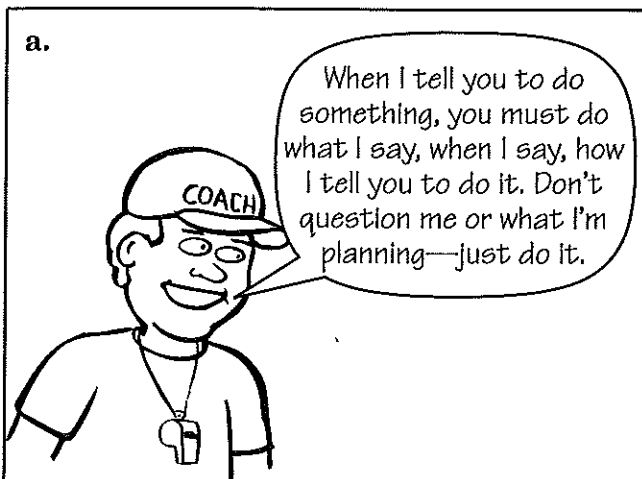
\_\_\_\_\_ 4. I'm interested in you.

\_\_\_\_\_ 2. I know what I'm doing.

\_\_\_\_\_ 5. I'm eager to learn.

\_\_\_\_\_ 3. I want you to respect me.

\_\_\_\_\_ 6. I'm very patient.



# Getting Prepared

If you know you need to make a good impression, get yourself ready! What would you need to do to make your best impression in these cases?

1. talking to the parents of a child you hope to babysit
2. meeting a cute boy/girl after a game
3. trying out for the school play
4. volunteering as a nurse's aide at the hospital
5. picking up your family's foreign exchange student at the airport
6. interviewing for a job at the city zoo as an animal caretaker
7. tutoring elementary students after school
8. explaining to the track coach why you missed practice
9. meeting the grandparents of your best friend
10. trying to get votes to be elected class president





# Asking Appropriate Questions

What is wrong with asking these questions in the situations below?

1.

I heard your dad was sick. Do you think he's going to die?



2.

Hey, your skin looks a whole lot better since you've been going to the skin doctor. Are you still going for treatments?



3.

Did you dye your hair?



4.

Are you really going to wear those shoes in public?



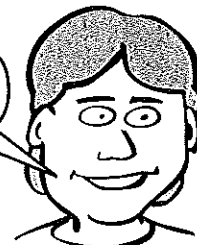
5.

Was that your mother I saw at the welfare department yesterday? Doesn't she have a job yet?



6.

Where are you going? When will you be back? Is Johnny going with you? May I go too?



## Finding a Common Point with Others

Draw or write a short story showing how two people could find a common point with each other using these examples. You may want to include the following bit of conversation in your cartoon or story.

1. "Didn't I see you at the sky-diving school last weekend?"
2. "I can't stand Roberto. He is so mean."  
"Really? I can't stand him either!"
3. "These are beautiful pictures of your horse!"
4. "Did I hear someone say that you used to live in New York City?"
5. "Yes, I am related to Nick, the star of the basketball team. He's my older brother."
6. "You have great taste in jeans. Where did you get those?"
7. "Your name was on the list for making the bowling team. I'm the captain of the team."



## Skill 12—Making and Keeping Friends

### INSTRUCTOR PAGE

**Rationale:** Having friends is one of the nicest consequences of developing good social skills. Friends not only add a lot of satisfaction to our lives but they also can benefit from what you have to offer.

### WORKSHEETS

#### Worksheet #64: My Good Friend?

After reading the comic about a jealous girl and her definition of what a friend is, students are to answer the questions about friendship.

*Answer Key: (answers may vary)*

1. Renee thinks a friend should be at her beck and call, overreacted to Shantelle's action, blames without investigating, etc.
2. Shantelle is jealous, possessive, and doesn't listen.
3. We don't know why Renee didn't wait for Shantelle (perhaps she had a reason), but something happened to change her plans; still, she wanted Renee's company for another activity so she must not be too estranged from her.

#### Worksheet #65: Is This a Good Friend? (Part I)

Students are to read the descriptions of friends and circle their responses to indicate if they agree or not. The heart of this worksheet is in the discussion that should follow. What definition or descriptions can students come up with that define or describe a friend?

*Answer Key: (answers may vary)*

1. false—who is ever always in a good mood?; 2. true; 3. true; 4. false—things change;
5. true—or at least tries to understand!; 6. answers may vary—what is good advice?;
7. true (but explain)—what is “there for you”?; 8. false—but circumstances may affect this; 9. false—this is a possessive, jealous friendship; 10. hopefully, true most of the time—but who can listen all of the time?; 11. false—you may be wrong; 12. false—you may ask for something that isn't good for you

#### Worksheet #66: Is This a Good Friend? (Part II)

This is a continuation of the topic of worksheet #65. This gives examples of how a restricted friendship can't really operate well. By comparing your expectations for friendship with reality, you can hopefully understand that friends are people, complete with limitations and needs of their own.

*Answer Key: (answers may vary)*

1. corresponds to item #1 on worksheet #65; 2. corresponds to item #4; 3. corresponds to item #5; 4. corresponds to item #6; 5. corresponds to item #7; 6. corresponds to item #8;
7. corresponds to item #9; 8. corresponds to item #11; 9. corresponds to item #12

#### Worksheet #67: Ways to Make Friends

This worksheet gives a few ideas on ways to make friends. Students should read and explain the items, then apply them to their own situations.

*Answers will vary.*

#### Worksheet #68: Are You a Good Friend?

Students are to read the situations in which another individual is involved and come up a response. How understanding, forgiving, or possessive of a friend are they?

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*Answer Key: (answers will vary)*

1. introduce Cynthia to several others who will be at the party
2. stop lending things
3. start being busier when she calls
4. meet Mark at neutral places
5. invite her to come to your house
6. start inviting Tony to join you when you go out with other friends

#### TEACHER TIPS

- When having a class discussion on friendship, have students think of their oldest friend (one that they've had the longest), newest friend, best friend, and closest friend. Discuss how each achieve this status.
- Talk about what friends have in common—sports, other hobbies, interests, leisure activities, etc. Then talk about how some friends may be “opposites” in some ways, yet still be close friends. How can this be?

#### PARENT POINTERS

- Provide opportunities for your child to bring friends to the house. Know who he or she is hanging around with and what the common attraction is. What do they do with their time together?
- Encourage your child to participate in healthy activities in which he or she may find friends. A church group, YMCA activities, summer camp, and any kind of organized lessons are just a few examples of places where your child will meet others.
- If you take a short trip or family excursion to the movies or museum, ask your child to invite a friend. Include the friend in conversations and other activities.
- When your child's friends do come over, show a sincere interest in him or her, but try not to be overly inquisitive. Remember to respect their privacy, but let them know you are there—and available. Sometimes other people's children find it easier to talk to a friend's parent than their own!

#### PRACTICE ACTIVITIES

... Create a class “holiday” to celebrate Friendship. Design activities for students (and enlist their ideas) simply to pay tribute to good friends. This could include cards, deeds, special events, and maybe a newspaper write-up.

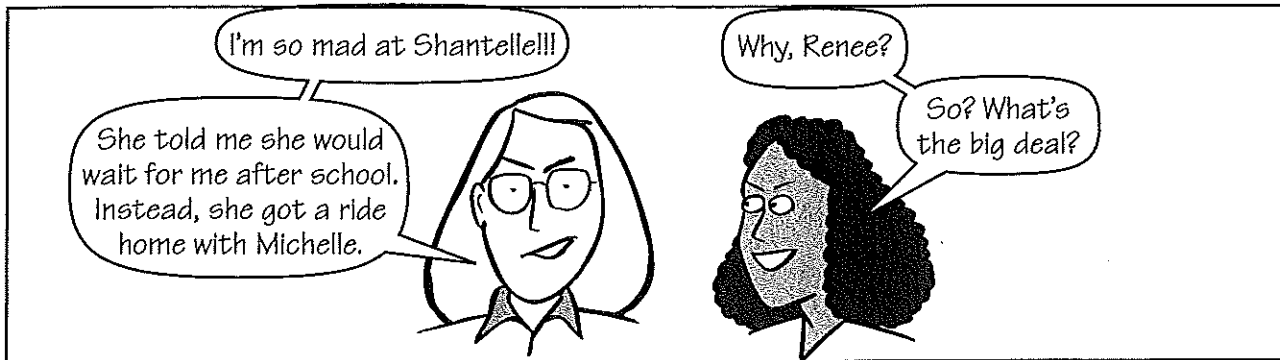
... Assign research projects to students to find out who the friends of famous people (past and present) are—and how they influenced the person. (The friendship of Helen Keller and Annie Sullivan is one example!)

... Assign journal activities in which students write about various aspects of friendship. Entries might include: What's the best thing your friend ever did for you? (And vice versa) Have you ever felt “betrayed” by a friend? Do you agree with this statement: to have a friend you first must be one?

... Challenge students to select a person whom they don't know well and go out of their way to find out more about him or her.

... Help students complete a social chart in which they list a best friend in the center circle, close friends in the next circle, and casual friends in the third circle.

# My Good Friend?

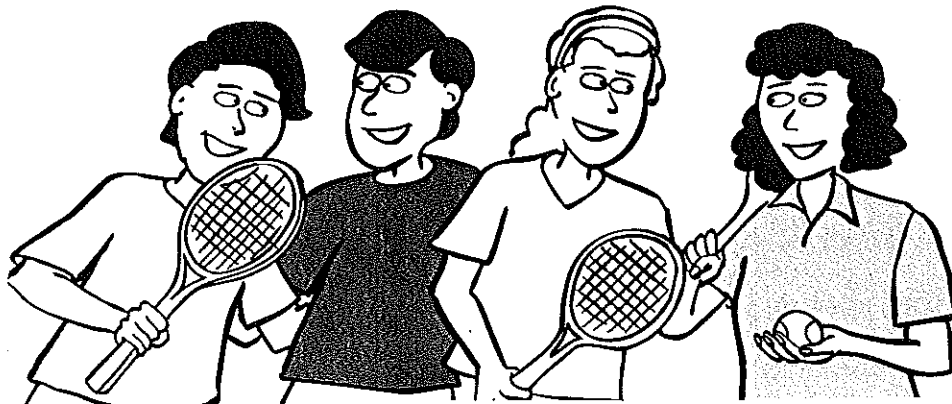


1. What do you think Renee's definition of a friend is?
2. How good of a friend would you say Shantelle is to Renee?
3. How good of a friend would you say Renee is to Shantelle?

# Is This a Good Friend? (Part I)

Read the following statements. Circle TRUE if you think it is true or FALSE if you disagree with the statement.

- |  |      |       |
|--|------|-------|
| 1. A friend is always in a good mood.                          | True | False |
| 2. A friend doesn't talk about you behind your back.           | True | False |
| 3. A friend sticks up for you.                                 | True | False |
| 4. A friend is someone who will always be close to you.        | True | False |
| 5. A friend is someone who understands you and how you think.  | True | False |
| 6. A friend is someone who gives good advice.                  | True | False |
| 7. A friend is someone who is always there for you.            | True | False |
| 8. A friend is someone who would lie for you.                  | True | False |
| 9. A friend doesn't have other friends—only you.               | True | False |
| 10. A friend is someone who will listen to your problems.      | True | False |
| 11. A friend is someone who agrees with you all of the time.   | True | False |
| 12. A friend is someone who would give you whatever you asked. | True | False |



Worksheet #66 **Is This a Good Friend? (Part II)**

Look through your responses to worksheet #65. Did you come up with some ideas about what describes a good friend? How are the following examples exceptions to the characteristics described on worksheet #65?

1. I just don't have time to talk to you right now. My dad has been yelling at me for not cleaning my room and I'm really in a bad mood. Talk to you later.



2. Oh, hi there! I haven't seen YOU since you moved away in second grade! How've you been?



3. You know, Fred, I don't understand a thing about your religion, but I know it's important to you . . . Wanna go play football?



4. I think definitely you should quit your job and go to junior college. At least, that's what my parents keep telling me.



5. Sorry I couldn't make your recital. I got stuck with my brother's paper route.



6. I told your parents you were at my house last night so they won't be hassling you about going drinking with everybody. You should be OK!



7. I can't make it to your game tomorrow—I'm going to Sandy's birthday party. I'll have to see you later.



8. It really bothers me that you smoke. There are so many people who are trying to quit—and there isn't one thing good about it! I wish you'd stop.



9. Sure you can borrow my research report. I hope you get an A on it like I did!



# Ways to Make Friends

Here are some ideas for ways to make new friends. How could they apply to you and your life?

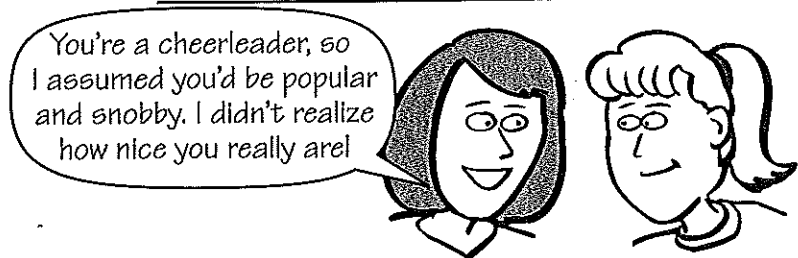
1. Be available.



2. Show your personality.



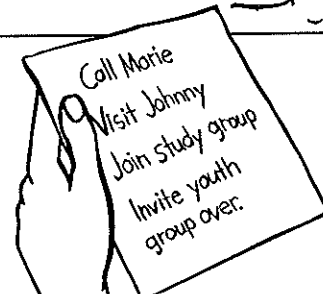
3. Be willing to change a negative first impression of someone.



4. Make the first move.



5. Be willing to make an effort to find friends.



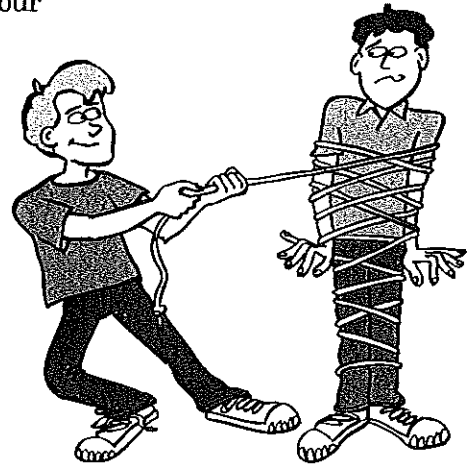
6. Don't overlook people.





## Are You a Good Friend?

What would you do in the following situations? What does your response indicate about how you feel about friendship?



1. CYNTHIA is very shy and doesn't like parties. You've been invited to a pool party at another friend's house and you'd really like to go. What can you do about Cynthia?
2. DENNIS is always borrowing your stuff—your CDs, your jean jacket, and even your car, but when you ask him about borrowing his tennis equipment or a video that he just got, he always seems to have an excuse. What can you do about this?
3. AMANDA has her share of problems—divorcing parents, an obnoxious brother, allergies, and constant run-ins with teachers at school. Whenever you call, she wants to go on and on about her problems. At first they seemed important and you didn't mind listening, but now it's like the same story over and over. What can you do?
4. You are really becoming close friends with MARK, a friendly, outgoing guy with a lot of interests—but you can't stand his parents. Whenever you go over to his house they want to know everything about you, your family, your plans—everything! You'd like to hang out with Mark, but that family is something else!!!
5. JANELLE is a terrific artist, and she's willing to give you some tips. It seems, though, that whenever you show up for a lesson, two or three other people are there too and you get ignored. You'd like to get to know Janelle (not to mention take advantage of the lessons), but her offer always seems to include a lot of other people. What might you do?
6. TONY was a fun friend at first, but now it seems that he doesn't want you to have any other friends. If you hang out with anybody else, he pouts and acts like you've deserted him. You like Tony, but you'd sure like to have a few other friends too. What'll you do?

## Skill 17—Reacting Appropriately to Peer Pressure

### INSTRUCTOR PAGE

**Rationale:** Pressure from peers is very strong and can be positive or negative, depending on how it affects one's personal stance and goals. Students need to realize how powerful this pressure can be and be equally strong in their decisions as to how to respond to it.

### WORKSHEETS

#### Worksheet #90: Feeling the Pressure

Students are given a short story about two characters who experience pressure—one positive (to join in a sport) and the other negative (to be cruel to someone).

*Answer Key:*

1. positive pressure
2. negative pressure
3. Nancy may have learned that joining in can be fun; Robbie may have learned that it isn't worth hurting others to be accepted by another group.

#### Worksheet #91: Positive and Negative Peer Pressure

Students are to read a list of comments that reflect either a positive or negative perspective.

*Answer Key:*

1. positive; 2. positive; 3. negative; 4. positive; 5. negative; 6. positive; 7. negative; 8. positive; 9. negative; 10. positive; 11. negative; 12. negative; 13. positive; 14. negative; 15. positive; 16. negative

#### Worksheet #92: Everybody's Doing It

Even if a peer group gives approval to an activity, it does not necessarily mean that it is okay for an individual in a different situation.

*Answer Key:*

1. *positive*—time spent with a friend; *negative*—maybe time should be spent studying or getting ready for the day
2. *positive*—the “right” running shoes are important for a serious athlete; *negative*—the person may not be able to afford or even need expensive shoes
3. *negative*—could be harmful; *neutral*—may not matter
4. *negative*—could be harmful
5. *positive*—could be exciting and fun; *negative*—may try to get someone to do something he or she does not really want to do
6. *negative*—could get caught and get in trouble
7. *positive*—may have a humorous idea for your license plate; *negative*—may not want to spend the extra money
8. *negative*—sounds like this person has tried to lose weight before; this person may really be criticizing the other
9. *negative*—that's a lot of money to spend for a dress
10. *negative*—now the pressure is on to spend a lot of money on a limo and the prom
11. *positive*—perhaps Mr. Jones will think it's funny; *negative*—perhaps Mr. Jones will be upset
12. *negative*—this is vandalism

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### Worksheet #93: Why We Respond to Peers

This worksheet gives examples of why peer pressure is so powerful. Students are to match the reasons with the examples.

*Answer Key:*

1. b (member of the track team)
2. e (the weird hairstyle is accepted by the others)
3. d (they all feel the same way about study time)
4. c (peers can fulfill a friendship role)
5. a (you might try things you wouldn't think of trying on your own)
6. f (being smart is accepted by this group)

### Worksheet #94: When There's a Conflict

Students are to think about their position in a conflict situation by considering the following questions: Is it a question of right and wrong? Could this be harmful? How will it affect my long-range goals?

*Answer Key: (answers may vary)*

1. take Japanese—it's part of her long-range goals
2. this person may feel that it's wrong for him to use a fake ID to go to a movie that is not appropriate for him
3. could be harmful
4. may affect long-range goals
5. could be harmful
6. question of right/wrong

### Worksheet #95: Resisting Negative Pressure

This worksheet contains a list of ways to help deal with negative peer pressure. Students are to think of ways they could apply them to their own situations.

*Answers will vary.*

#### TEACHER TIPS

- You are in a position to observe peer pressure and its effects first-hand. Talk about how individuals who stand up for themselves, their values, their reputations, and their beliefs have a perfect right to stand up to pressure that negatively affects them.
- Identify the social outcasts in your class. Do what you can to enhance their skills and talents among peers. Try to find the uniquenesses of each student and highlight them whenever possible.
- Make your rules clear when you use cooperative groups. Everyone must participate, courtesy among members is expected, the team must produce a product, etc.
- Many students of this age have poor self concepts. Use every opportunity to preach the message of valuing yourself over and over and over.

#### PARENT POINTERS

- Realize that peers have a powerful influence on your child—and it's not necessarily all negative. Seek out the positive effects and encourage them (joining groups, taking risks, becoming more vocal in their beliefs and discoveries, etc.).

- Reaffirm your family's values and expectations. Be clear with your child about what you expect of him or her in terms of school, leisure time, home responsibilities, etc. Remember that your family is Your Family and follow its rules which may not be the same as others (e.g., "We do homework after school every school night before we go out with friends," etc.).
- Discuss consequences of breaking rules with your child. Have a family meeting regularly to keep lines of communication open and to talk specifically about rules and limits, and when it is appropriate to make changes in them, depending on your trust in your child and his or her ability to adhere to the existing rules.
- Find out who your child's peers are and what the pressures are in your child's life. Are drugs a problem? Does your child feel inferior? Check in occasionally with the teacher, school counselor, and other parents.

### PRACTICE ACTIVITIES

... Dig out old fashion magazines from 20 to 30 years ago and have a good laugh. Then talk about how things that were popular back then have changed (and come back in a different form). Specifically, look at hairstyles, clothing, fads, language, music, dances, and social concerns. What's the same today? What's different? Was there more pressure back then? Or just different pressure?

... Get pen-pals from another section of the country and exchange information on what's popular or trendy there. Is peer pressure the same across different parts of the country?

... Conduct a survey. What are the Top Ten pressures felt by students at the school? This could lead to a good discussion on ways to handle the pressure, individually or as a school.

## Feeling the Pressure

Nancy sat nervously on the edge of the bench as she waited for the softball game to begin. She always enjoyed watching her friends play, especially because they usually won.

"Hey, Nancy," called Angela as she jogged past her. "Why don't you join us? Caroline got sick and we could use another player to take her place."

"Oh, no," Nancy cried, shaking her head. "I'm no good. You'd be better off playing with fewer players."

"No, join us!" insisted Janine. "It's all just for fun. We don't care if we win or lose. Oops, there's the coach. Pretend you didn't hear me say that!" They all laughed.

"Well . . . I'm not sure," Nancy moaned, protesting as the girls grabbed each of her arms and tried dragging her over to where the teams were gathering. "I guess I could . . . just this once."

Meanwhile, Robbie was behind the bleachers with several of his friends, waiting for the game to begin. "We'll give you five dollars to trip Nancy as she walks by," Travis offered to Robbie. "It'll be really funny."

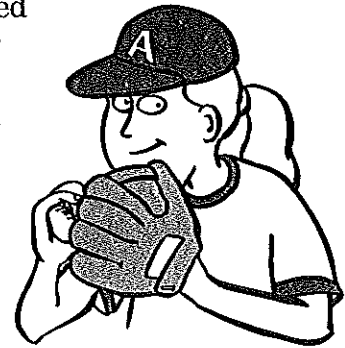
"I don't really want to," Robbie said. He knew what it was like to be the object of a joke and to be laughed at.

"Oh, come on," Arnie said, slapping Robbie on the back. "We'll stand on each side of you. Then when she walks by, just stick your leg out. Make it look like an accident."

"I don't know," Robbie said. "I don't think it's very nice . . ."

"Here she comes," Arnie whispered, shoving Robbie in front of him. "Do it."

"Well, OK," Robbie said. He knocked into Nancy and watched sadly as she tripped and fell face first to the ground. Nancy picked herself up and stared at Robbie. Robbie couldn't look at her. Instead, he looked around for his friends. Where did they go? Suddenly he was the center of attention—and felt very stupid.



1. What kind of peer pressure did Nancy experience?
2. What kind of peer pressure did Robbie experience?
3. What do you think Nancy and Robbie learned from their experiences with doing what their peers wanted them to do?

Worksheet #91 **Positive and Negative Peer Pressure**


Read each of the comments below. Decide which show pressure from peers to do something positive and place a *P* on the appropriate lines. Place an *N* next to the comments that show pressure from peers to do something negative.

- \_\_\_\_\_ 1. "Let's join 4-H. It'll be really fun."
- \_\_\_\_\_ 2. "We're all going to go to the spring dance. I know we have to invite girls, but if we all do it, it'll be ok."
- \_\_\_\_\_ 3. "Everyone smokes. Here—I've got a whole pack for you."
- \_\_\_\_\_ 4. "If you got your hair cut like Hannah's, your face would really show. I know where you can get it cut."
- \_\_\_\_\_ 5. "If you want to be accepted, you'd better swear once in awhile or people will think you're goody-goody."
- \_\_\_\_\_ 6. "Volunteering at the hospital is a really neat experience. We can sign up after school to work there all summer."
- \_\_\_\_\_ 7. "Don't talk to Debbie. We're all mad at her because she acts like she's better than we are."
- \_\_\_\_\_ 8. "They're having a sale on sweatpants at the sporting goods store. We're going to wear them with our favorite baseball team shirts on Friday."
- \_\_\_\_\_ 9. "If a cop tries to pull me over and give me a ticket, I'll tell him a thing or two. Don't let them boss you around."
- \_\_\_\_\_ 10. "Our group is meeting tonight to cook a Russian meal for an extra-credit project for Social Studies. Join us."
- \_\_\_\_\_ 11. "If anyone thinks they can beat me up, you're welcome to try it right now."
- \_\_\_\_\_ 12. "Don't buy those cheap jeans—they look awful. If you don't have expensive jeans, you'll get talked about."
- \_\_\_\_\_ 13. "I don't think you should go out with Brent. He's got a really bad reputation and I know he's been in trouble with the police. I would worry about you."
- \_\_\_\_\_ 14. "I know your parents don't want you to get a tattoo, but I know where you can get one really cheap. They'll never find out."
- \_\_\_\_\_ 15. "We're collecting money to send to an orphanage in Haiti. We're trying to get 100% participation for our class. Can you donate?"
- \_\_\_\_\_ 16. "You can finish your homework later—we are all going to the movies tonight. Come on."



# Everybody's Doing It

Even if "everyone is doing it," are the effects of joining in positive, negative, or just neutral (doesn't really matter)? How could the same example be positive for someone and negative for someone else?

1.  Let's get to school early so we can walk around and talk.


\_\_\_\_\_

\_\_\_\_\_

2.  You better get expensive running shoes.

\_\_\_\_\_

\_\_\_\_\_

3.  Come on—let's get our noses pierced!

\_\_\_\_\_

\_\_\_\_\_

4.  Smoking is okay as long as you don't inhale.

\_\_\_\_\_

\_\_\_\_\_

5.  We're all going skydiving next weekend!


\_\_\_\_\_

\_\_\_\_\_

6.  We can stay out past the curfew if we don't get caught.


\_\_\_\_\_

\_\_\_\_\_

7.  For an extra \$10, you can get a personalized license plate for your car.

\_\_\_\_\_

\_\_\_\_\_

8.  You would look really great if you lost another ten pounds. Are you going to try to get really skinny again?


\_\_\_\_\_

\_\_\_\_\_

9.  That dress you really liked is on sale for only \$500!!! Please get it!


\_\_\_\_\_

\_\_\_\_\_

10.  Well, you and Tony are going to the prom in a stretch limo, aren't you?


\_\_\_\_\_

\_\_\_\_\_

11.  Let's toilet paper Mr. Jones's house! He'll think it's really funny!

\_\_\_\_\_

\_\_\_\_\_

12.  Get your baseball bat—we can knock down some mailboxes while we're driving!

\_\_\_\_\_

\_\_\_\_\_

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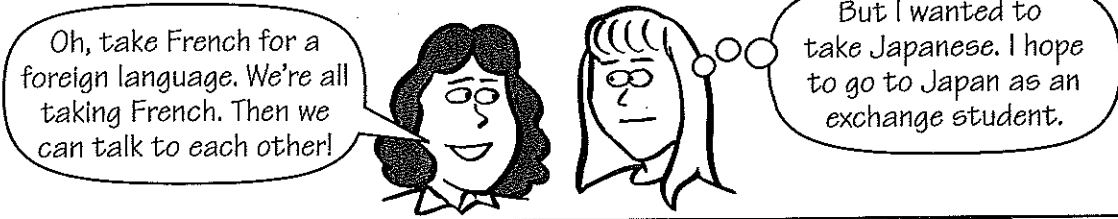
# When There's a Conflict

Sometimes you may not agree with or feel comfortable with the type of pressure that peers are putting on you. Think about:

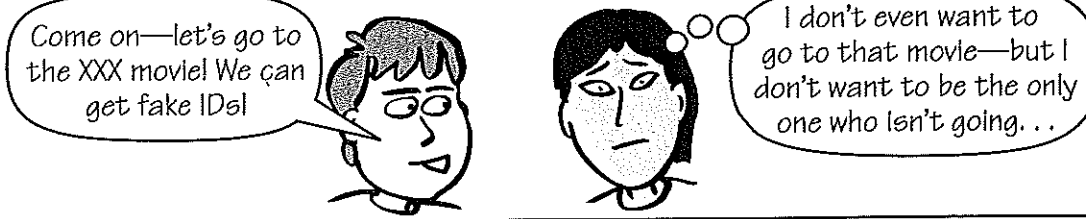
- Does this involve a question of right vs. wrong?
- Could this be harmful to me?
- How will this affect my long-range goals for myself?

How might you resolve the following conflicts?

1.



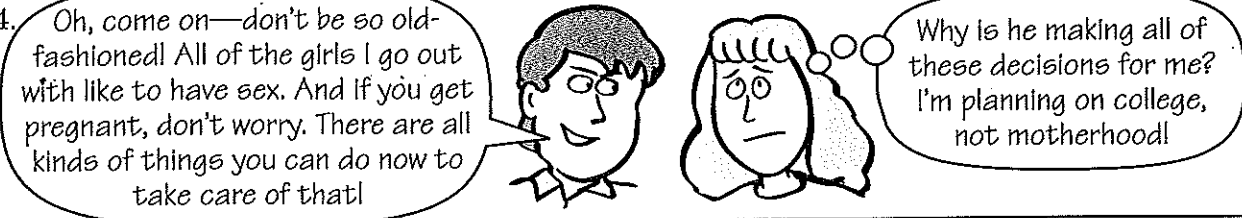
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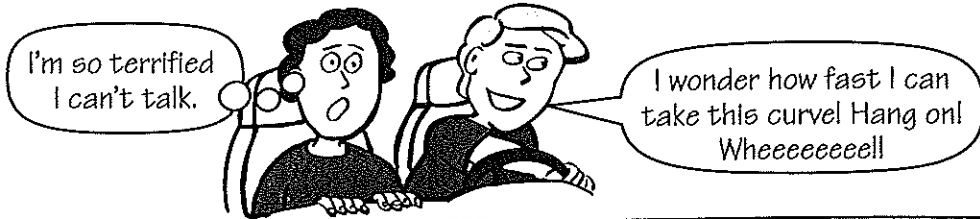
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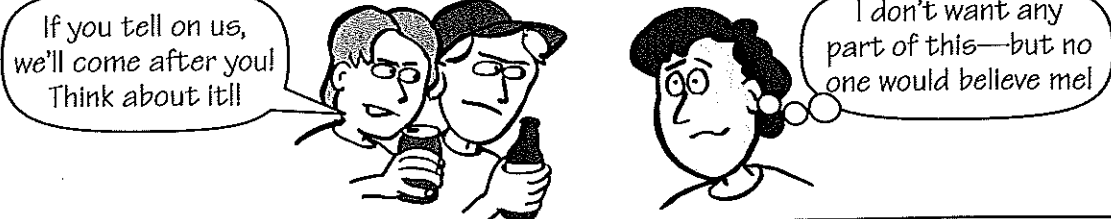
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5.



6.





# Resisting Negative Pressure

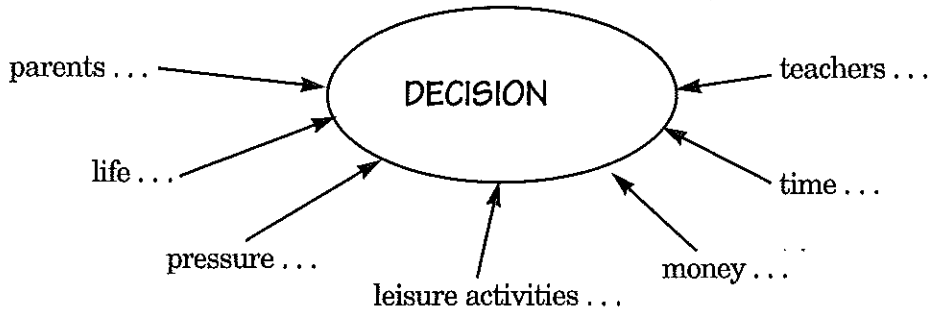
Here are some ways you can resist negative peer pressure. How could you use these in situations that have happened to you?

1. Find a source of strength (counselor, best friend, religion).
2. Find new friends who share your values.
3. Think of your long-range goals—don't lose sight of them.
4. Put the situation in perspective: Will this matter 10 years from now?
5. Get deeply involved in something positive (volunteer work, getting straight A's on your report card, sports, choir, etc.).
6. Decide to value yourself. Is it worth it to you and your reputation to give in to the pressure? Is it worth fighting?
7. Use humor to get out of the situation.
8. Don't waver in your stand: NO means NO. Practice saying it until it comes naturally!
9. Think about your reputation and what you want it to be.
10. Be a peer who puts positive pressure on others (encourage others to join you in your quests, include others in your activities, be a leader, etc.).

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# A Decision-Making Chart



1. Does a decision need to be made?

Yes

No, not right now

2. Is it trivial or important?

trivial

important

Is it reversible? Is there little risk?

Are many people involved in this decision?

Do the consequences affect long-range plans?

Is this an urgent decision?

3. Do you need to get more information?

What will it cost in terms of:

- time
- money
- commitment
- relationships

Is it a real possibility for you? Are other people supportive?

4. How does this decision affect you and your goals?

Right on track!

Not sure—might need to rethink goals!


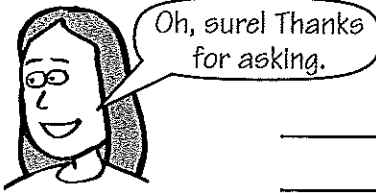
5. What is the basis for your decision?

- right in line with what you really want
- consistent with your values
- not at the expense of other people



# Taking Advantage of Social Opportunities

How are these individuals taking advantage of social opportunities that have come up?

1.  Would you like to go to the game with us on Friday?  
 Oh, sure! Thanks for asking.

\_\_\_\_\_

\_\_\_\_\_

2.  Let's plan a party for everyone who helped with the play.  
 Yes! I'll help make phone calls to invite people.

\_\_\_\_\_

\_\_\_\_\_

3.  Ketchup... ketchup... Hill. Do you happen to know where the ketchup is?  
 Well, I sure do. Do you shop here often?



\_\_\_\_\_

\_\_\_\_\_

4.  What a pretty dog you have. What kind is it?  
 She's a husky mix. Do you like dogs?



\_\_\_\_\_

\_\_\_\_\_

5.  Here's a sign-up for people to join an exercise class. It looks like fun.  
 Let's do it!


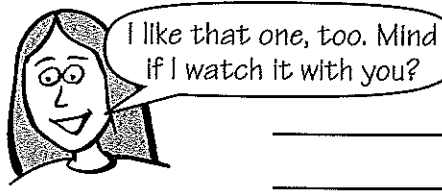
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\_\_\_\_\_

6.  I love to listen to music!  
 Do you want to go to the dance?

\_\_\_\_\_

\_\_\_\_\_

7.  Oh good! My favorite TV show is coming on.  
 I like that one, too. Mind if I watch it with you?

\_\_\_\_\_

\_\_\_\_\_

8.  The hospital is asking for volunteers to help decorate the halls for Christmas.  
 Let's do it! That might be fun!

\_\_\_\_\_

\_\_\_\_\_

# Deciding How Much Influence Others Will Have Over You

How are the following characters demonstrating different reactions to the influence that a peer is trying to have over them?

1.

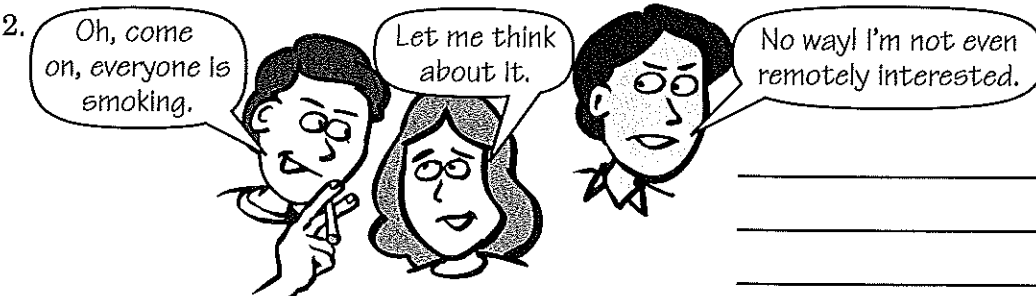


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2.



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3.

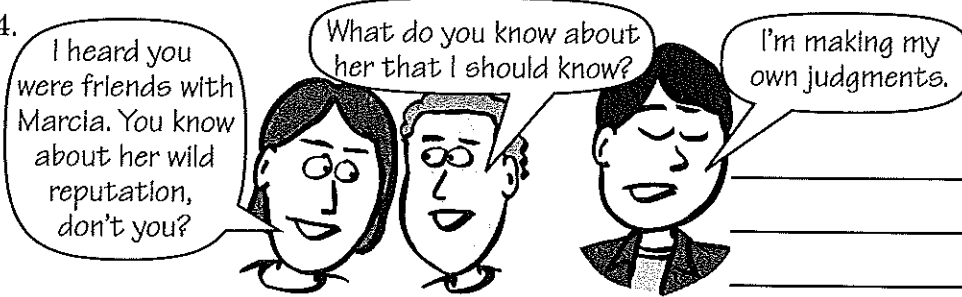


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4.



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5.



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# Choosing to Befriend Someone

How are these characters "going the extra mile" to become a friend to someone?

1.

Jeanne's all by herself again. I'd really like to go out with my friends, but I think Jeanne would appreciate someone spending time with her. I can see my friends later.



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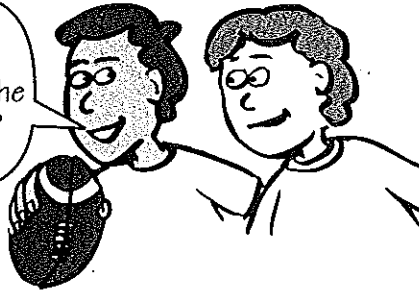
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2.

Hey, would you like to play some football with us in the park after school? It's just for fun.



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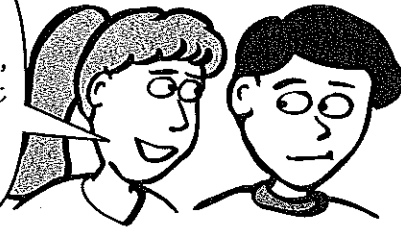
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3.

We need an artist to help us with the yearbook cover. Paul, you're really good at drawing. Why don't you come to the meeting tonight?



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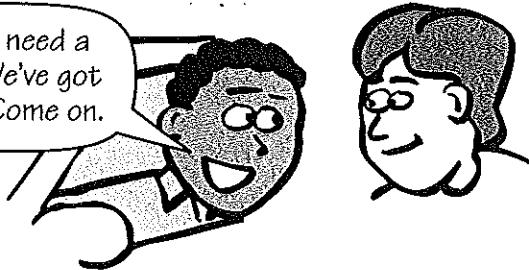
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4.

Larry, need a ride? We've got room. Come on.



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5.

Hi, Mara. I just had a few minutes and thought I'd call to see how that test went that you were worried about.



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# Becoming a Good Conversationalist

What are some ways you can strike up a conversation with someone in these situations?

1. sitting next to someone on a public bus

\_\_\_\_\_

2. walking along the hall at school with a person you don't know

\_\_\_\_\_

3. taking your dog for a walk through your neighborhood

\_\_\_\_\_

4. waiting in the dentist's office

\_\_\_\_\_

5. getting your hair cut at a salon

\_\_\_\_\_



6. working at the visitor's booth at your church

\_\_\_\_\_

7. visiting elderly people at a nursing home

\_\_\_\_\_

8. applying for a job at the local newspaper office

\_\_\_\_\_

9. making a new student feel welcome

\_\_\_\_\_

10. answering questions at a summer day camp for children

\_\_\_\_\_

11. working as a receptionist in a busy doctor's office

\_\_\_\_\_

12. delivering flowers for a local florist

\_\_\_\_\_

- Always remember there will be at least two sides to every story. If you cannot accept that, you will never be effective at resolving conflicts.
- When a conflict is presented to you, stop what you are doing and listen. The first few sentences from the person presenting you with the conflict will usually be the most critical to grasp. You must take the time to listen.
- If you are the one bringing conflict to someone, make sure you can control your emotions. People have a tendency to talk back in the same manner in which they are talked to. So, if you're firm and controlled, they will most likely respond to you in the same manner. However, if you jump in with both feet and start yelling, expect the same response from them. Of course, there will always be those personality types who will yell back regardless of how you confront them. Still, the advantage will be yours if you can remain somewhat calm, because you will be able to think and react more rationally.
- Try to examine the conflict piece by piece and identify the root cause of the problem. The faster you can do this, the better off you'll be.
- When you initially get involved with someone to resolve a conflict, make sure you have the time to somewhat work through the issues. Do not just lay out your side of the story and walk away. Hear the other person out and start the resolution process as soon as possible.

- While keeping your emotions in check, discuss possible alternatives to resolve the situation. If either of you starts to get angry, stop. If you fail to stop, you will most likely make the situation worse. If it takes days to calmly resolve the conflict, so be it.

Learn from each conflict you're involved in and focus on what worked. You will surely need the skills next time around. Although each situation will be different, the basic analytical skills previously mentioned and maintaining self-control will serve you well.

## Conflict Resolution

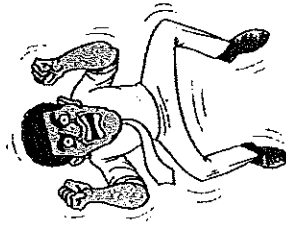
Have you ever noticed the way some people deal with conflict? It's as if they have received special training on the subject. The way they seem to present themselves during the whole ordeal is as impressive as their ability to bring the situation to order and final resolution. If I'm talking about you, then stop reading and move on, because you have mastered a vital skill. If you don't think resolving conflict is a skill, then think again. Having the ability to resolve conflict successfully is a skill that requires the patience of a saint and the fortitude of an Army general. To help you hone your conflict resolution skills.

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feelings about something or someone, but it is unacceptable to act out those feelings in a harmful manner. So, when you start to feel angry, stop, take a few long breaths, and think about somewhere that makes you happy or relaxed. This little exercise is sometimes referred to as going to one's "happy place."

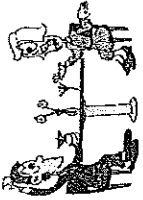
I don't claim to have all the answers, but I do know that yelling is not going to solve anything except the debate over who can yell the loudest. When you feel anger coming on, notice how your body reacts and learn to recognize those feelings. Anger causes you to be disrespectful, spiteful, and insensitive to others. In addition, feelings that accompany anger can play a role in your desire to become violent towards other people as well as yourself. It can interfere with your ability to perform adequately at work and can put tremendous stress on personal relationships with friends and family. Ultimately, anger and the emotions that usually come with it can cause serious mental and physical problems. Understanding that you have a problem dealing with anger is a big step in doing something about it. If you need help, talk with your doctor and get their advice. To do nothing could prove to be detrimental to your health as well as your relationships.

## Anger Management



Experiencing anger is part of our day-to-day lives and should, therefore, be managed and understood when at all possible. As with any behavioral skill, anger is best controlled when you know how to deal with it. Anger can serve as a great motivator, inspiring all of us to deal with problems and develop innovative solutions. The best way to control anger is by learning to talk about what is bothering you and to not keep your emotions bottled up inside. Sometimes just talking and listening to others about a particular problem or feeling you're having will make things better. The first thing to remember about anger is that it's okay to have certain





# 25

## Manners and Etiquette

Having good manners and exercising proper etiquette are signs of refinement and class. Conversely, the lack of good manners and etiquette usually signifies either an insufficient lack of proper upbringing or an unwillingness to conform to established codes of conduct and behavior. In any event, the perception of one who does not practice good manners is not very flattering.

### Dining Manners and Etiquette

For the most part, people are reasonably conscious about how they behave at home and in public, especially when it comes to table manners. Of all the behavioral attitudes and practices performed by humans, table manners, or the lack thereof, are probably the most noticeable. This is probably because most people, whether they practice them or not, can spot bad table manners a mile away. So, do yourself and your dining guest a favor and be more conscious of your table manners.

For those of you who need reminding, here are fifteen tips to practice at the table:

1. When you first sit down to the table, do not take your napkin and flop it open like a bull whip and then stuff one corner under your neck. Instead, unfold the napkin and place it on your lap. When you need to use it, lightly dab the area, don't wipe your face with it as if you were using a washcloth.
2. Be conscious of how you sit at the table. Do not slump down in the seat, rock the front legs of the chair off the floor, or sit on the very edge of the seat. Sit up relatively straight and keep your elbows off the table.
3. If you have packages with you or a cell phone, place them somewhere other than on the table. If you have a cell phone or pager, turn it to a silent alarm while you are dining.



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4. This tip is two parts. If you are dining with a small group, remember to wait until everyone has been served before you start eating. However, if you are dining at a large event, such as a wedding reception or banquet, wait until those at your table have been served. It is not necessary for everyone in the room to be served before you start indulging.
5. When you pick up a utensil and start eating, remember that the utensil does not go back on the table. For example, once you have finished using your knife, place it back on your plate, making sure that even the handle does not rest on the table. Oh, by the way, don't use you're eating utensils as pointers when you are talking. Waving around a knife as you explain how you caught "the big one" on Cumberland Lake last weekend is rude.
6. When you chew, keep your mouth closed and do not talk with your mouth full. There is nothing that you have to say that is so important that you can't wait until you swallow.
7. Dining is supposed to be enjoyed, so relax and slow down. This is probably not going to be your last meal, so practice good manners and pace yourself. You do not want to be eating pie and gulping down coffee while the rest of the table guests are enjoying their salads. At the same time, don't be waiting for your appetizer to cool to exactly 74.3 degrees while your guests are waiting for the check to come.
8. When eating bread, break off a small piece and butter it. Do not butter a large slice and set it on your plate.
9. If you are sitting in a smoking section with table guests, don't light up until everyone at the table has finished eating. Even after dining, if someone at the table does not smoke, ask if it would be all right to burn one. I have dined with guests who smoke as soon as they have finished cramming their double-bacon-cheeseburgers down their necks, and I have also dined with those who need a cigarette between courses. If at all possible, wait to have a cigarette until you're away from the table.

10. When confronted with the dreaded place-setting dilemma, remember that if you use the outermost utensil first, and work your way in, you can't go wrong. However, if you are going somewhere that you expect to encounter a very formal setting, read up on the latest rules and etiquette first; you'll be glad you did.
11. I should not have to say this, but I am still amazed at those who blow their nose at the table. Do not blow your nose at the table and refrain from putting on lipstick, combing your hair, and cleaning your fingernails with your handy-dandy Swiss Army knife. One last thing—if you have something stuck in your teeth, excuse yourself and remove it in the bathroom.
12. Cut just enough food for a single bite. Don't sit there and section off everything on your plate as if your waiter was going to remove your knife the first time you set it down.
13. If you really enjoy dunking your jelly doughnuts in your coffee, dipping your cookies in your milk, or mixing all the food on your plate together to look like a Picasso painting, do that in the privacy of your home.
14. If you accidentally belch, loudly smack your lips, or slurp your soup, simply say "Excuse me." If you know that a particular beverage makes you belch, avoid it, or at least drink it slowly. If you eat slowly and use proper manners, you will not be smacking your lips together or slurping your soup.
15. Have you ever seen anyone push their plate away from them or scoot their chair back and cross their legs after eating? If you haven't, it's probably just a matter of time. The act of pushing away your plate looks as if you are glad to finally be finished with that meal. Pushing your chair back looks as if you are telling the rest of the table guests that you are ready to leave now! It's rude to do either.

## Greeting People

Make a good first impression when you first meet someone in person. You may not remember their name, what they do, or where they live, but you will remember whether or not you liked them. There's just something about a pleasant first encounter. When first introduced, say hello, how are you doing, good morning or evening, but say

## Life Skills and Social Necessities

something. Don't try to be cool and just nod in the general direction of someone talking to you. People may appear to be standoffish, but they will usually come alive when greeted or spoken to.

If you are seated and someone is introduced to you, stand up and greet them, unless you are in a tight spot behind a table or bar. If someone offers their hand to you, shake it while looking them in the eyes. Apply moderate pressure and shake the hand for only a few seconds. Everybody has a pet peeve—getting a poor handshake from a man is mine. I can't stand extending my hand to another guy and feeling like I am holding a dead fish. If you are going to shake someone's hand, shake it! I'm not talking about squeezing the life out of them, on the other hand, don't make me want to check your pulse to see if you're alive.

IS-24

IS -25 through IS-28 taken from the following source

Bellack, A., Mueser, K, Ginerich, S., Agresta, J. (1997). *Social skills training for schizophrenia: A step-by-step guide*. New York, NY: The Guildford Press.

## CONVERSATION SKILLS

### SKILL: Starting Conversations

RATIONALE: There are many situations when you want to start a conversation with another person. This may be someone you know or someone you have never met but would like to get to know. Sometimes people feel shy about starting a conversation. We find that things go more smoothly when you keep specific steps in mind.

### STEPS OF THE SKILL:

1. Choose the right time and place.
2. Introduce yourself or greet the person you wish to talk with.
3. Make small talk (e.g., talk about the weather or sports).
4. Judge if the other person is listening and wants to talk.

### SCENES TO USE IN ROLE PLAYS:

1. A new person is starting at the day program.
2. People are waiting for an activity to begin at the Community Residence or the day program.
3. You are at a family gathering.
4. You are sitting with another person at lunch.
5. You are meeting your new case manager for the first time.

### SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Steps 1 and 4 require the client to make judgments regarding what are the appropriate time and place to begin a discussion as well as whether the person being addressed is interested in participating. Therefore, it is important for group leaders to spend time assisting clients with the identification of social cues that they can look for when making such judgments.
2. Clients may not be familiar with what constitutes "small talk" (Step 3). Group leaders may want to generate a list of topics with the group that can be used for making small talk.

**CONVERSATION SKILLS****SKILL:** Maintaining Conversations by Asking Questions

**RATIONALE:** Sometimes you may want to go further than a brief conversation; you may want to talk longer with someone because you like the person or are interested in what is being said. Often, people don't know how to keep a conversation going, or they feel uncomfortable. One way to keep a conversation going is by asking questions.

**STEPS OF THE SKILL:**

1. Greet the person.
2. Ask a general question.
3. Follow up on what the person says with a specific question.
4. Judge if the person is listening and is interested in pursuing the conversation.

**SCENES TO USE IN ROLE PLAYS:**

1. Watching a TV program with another person who also seems to enjoy the program.
2. Seeing your roommate after he or she has spent a day with his or her family.
3. Having a cup of coffee with a friend at the day program.
4. Sharing a chore (such as cleaning up after dinner) with someone.
5. Talking to a counselor about a supported employment program.

**SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:**

1. Clients may have difficulty determining what kinds of questions are socially appropriate to ask in different situations. Group leaders can use the role play scenes to help clients identify socially appropriate questions to ask in various situations. For example, group leaders can ask clients to generate a list of questions that would be appropriate to ask a friend with whom they are having coffee before role playing the scene so that they have some options to choose from.
2. Group leaders need to distinguish "general" questions from those that are more specific. Providing the group with examples of the two types of questions will be useful.
3. Group leaders may need to assist members with the identification of social cues required in Step 4.

## CONVERSATION SKILLS

SKILL: Maintaining Conversations by Expressing Feelings

RATIONALE: Giving factual information is one way to keep a conversation going. Another way is to tell someone how something makes you feel. This allows people to learn more about each other's feelings and whether they might have more in common to talk about. Examples of feelings that might be expressed are happy, sad, excited, disappointed, pleased, upset, and irritated.

STEPS OF THE SKILL:

1. Greet the person.
2. Make a brief statement about how something makes you feel.
3. Judge if the other person is listening and is interested in pursuing the conversation.

SCENES TO USE IN ROLE PLAYS:

1. Telling a staff member that you don't like your assigned chore at the Community Residence.
2. Telling your case manager that you enjoyed the last group.
3. Telling a family member that you are excited about going to the movie this weekend.
4. Telling a staff member that you are disappointed that a day program party was canceled.
5. Telling a friend that you liked a TV program last night.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders should assist members with generating a list of different feelings that people might want to express to each other.
2. Group leaders should also assist members with identifying situations that they are likely to encounter when expressing feelings would be appropriate.
3. Group leaders may need to assist members with the identification of social cues required in Step 3.

IS-27

**CONFLICT MANAGEMENT SKILLS**

SKILL: Compromise and Negotiation

RATIONALE: Often, people find that they disagree with each other, even when they want to do something together. At these times, it is helpful to work out a compromise. In a compromise, each person usually gets some of what he or she wants, but usually has to give up something. The goal is to reach a solution that is acceptable to all involved.

STEPS OF THE SKILL:

1. Explain your viewpoint briefly.
2. Listen to the other person's viewpoint.
3. Repeat the other person's viewpoint.
4. Suggest a compromise.

SCENES TO USE IN ROLE PLAYS:

1. You want to go to lunch with your friend at the pizza parlor. He or she does not want pizza that day.
2. Your case manager asks you to schedule an appointment for 2:00 P.M. on Wednesday. You have plans to go on a day program outing at that time.
3. You and your friend want to go see a movie. You want to see an action movie, and your friend wants to see a comedy.
4. In planning an outing for the Community Residence, the counselors suggest bowling. You would rather go out for ice cream.
5. You want to visit your family next weekend. They have other plans.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

Not all clients will understand what it means to negotiate and come to a compromise. Therefore, it is important that the group leaders spend time explaining these concepts *before* beginning a role play. For example, to negotiate something, both parties have to state what it is that they want to get out of the interaction. Once all the wishes have been listed, both parties must review the list and decide upon a compromise. A compromise usually occurs when both parties get some of what they wanted.

IS-28



### CONFLICT MANAGEMENT SKILLS

SKILL: Disagreeing with Another's Opinion without Arguing

RATIONALE: Not everyone we come in contact with will agree with all of our ideas or opinions, just as we do not agree with all of theirs. Disagreeing with another person's opinion does not have to lead to bad feelings or an argument. In fact, life would be boring if everyone had the same ideas. When you disagree with another person's opinion, things often go more smoothly if you keep certain things in mind.

STEPS OF THE SKILL:

1. Briefly state your point of view.
2. Listen to the other person's opinion.
3. If you do not agree with the other person's opinion, simply state that it is okay to disagree.
4. End the conversation or move on to another topic.

SCENES TO USE IN ROLE PLAYS:

1. You and a friend have a different opinion about a movie you just saw.
2. You and your roommate have a different opinion about which musical group is better.
3. You and a staff member at the Community Residence have a different opinion about what type of clothing looks best on you.
4. You and a family member have a different opinion about a candidate in an upcoming election.
5. A counselor differs with you about what has been the most helpful thing in getting you a job.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

It is important to emphasize that this skill is designed to be used in situations where there are no significant consequences for having a different opinion. In situations where there may be more serious consequences, such as disagreeing with a doctor's opinion about using medication, the skill Compromise and Negotiation should be employed. There may also be situations where any kind of disagreement may cause a strong or even violent reaction, such as encountering a political or religious extremist. In these situations, Leaving Stressful Situations may be a more appropriate skill to use.

IS-29

**CONFLICT MANAGEMENT SKILLS**

**SKILL:** Responding to Untrue Accusations

**RATIONALE:** Most of us have found ourselves in situations where we have been accused of doing something that we have not done. Usually when this happens, the person making the accusation truly believes that we have committed the act and is not able to listen to reason. It is therefore important to remain calm and not get into a fight or argument when this occurs. We have found that there are some specific things you can do to help stay calm when you are falsely accused of something.

**STEPS OF THE SKILL:**

1. Using a *calm* voice, simply deny the accusation.
2. If the other person continues to accuse you, ask the person to stop.
3. If the person does not stop accusing you, tell him or her that you are going to get a staff member to assist with the situation.
4. Walk away and get assistance.

**SCENES TO USE IN ROLE PLAYS:**

1. A housemate accuses you of stealing his or her clothes from the communal dryer.
2. A housemate accuses you of not doing your assigned chores.
3. A person at the day program accuses you of listening in on his or her conversations.
4. A staff member at the Community Residence accuses you of starting a fight with another resident.
5. A relative accuses you of stealing money during your last visit.

**SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:**

1. Group leaders can point out that some untrue accusations occur when someone simply has made an error, while other accusations are the results of symptoms of an illness. In both instances, it is important to stay calm and not get into an argument.
2. It is important to note that clients may not have access to a staff member, as referred to in Step 3. Group leaders can work with clients to generate a list of other helpful people to turn to if no staff are available. The skill Leaving Stressful Situations may also be useful when staff are not around.

**IS-30**

**ASSERTIVENESS SKILLS**SKILL: Expressing Unpleasant Feelings

RATIONALE: Even when people do their best to please each other, there will be times when things are displeasing or unpleasant. It is only natural in the course of living with other people and going to programs with other people that unpleasant feelings arise. Examples of unpleasant feelings are anger, sadness, anxiety, concern, or worry. How people express their feelings can help to prevent arguments and more bad feelings. It is helpful to keep certain things in mind when expressing an unpleasant feeling.

STEPS OF THE SKILL:

1. Look at the person. Speak calmly and firmly.
2. Say exactly what the other person did that upset you.
3. Tell the person how it made you feel.
4. Suggest how the person might prevent this from happening in the future.

SCENES TO USE IN ROLE PLAYS:

1. Your roommate left dirty clothes in the living room.
2. Your case manager missed an appointment with you.
3. You are worried when your roommate is out later than expected.
4. Your family canceled a weekend visit.
5. Your friend was late meeting you for lunch.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

This skill requires that group members identify an unpleasant feeling (Step 3). However, not all members will be able to do this. It is helpful in the first session of teaching this skill to generate a list of unpleasant feelings. The list can be written on a flip chart and placed where it can be seen when group members are role playing.

IS-31

### ASSERTIVENESS SKILLS

**SKILL:** Expressing Angry Feelings

**RATIONALE:** One type of feeling that many people have special difficulty expressing is anger. At times everyone gets angry. This does not have to lead to shouting or hitting or cutting off friendships or relationships. It is usually helpful to relieve feelings of anger by expressing yourself in a direct, honest way. Sometimes you might want to wait until you have "cooled off" a little and are feeling calm.

**STEPS OF THE SKILL:**

1. Look at the person, speak firmly and *calmly*.
2. Tell the person specifically what he or she did that made you angry. Be brief.
3. Tell the person about your angry feelings. Be brief.
4. Suggest how the person might prevent the situation from happening in the future.

**SCENES TO USE IN ROLE PLAYS:**

1. Dinner is late every night for a week.
2. Your roommate smokes in the room, which is against house rules.
3. Your relative promises to cash your check by Friday but does not do so.
4. Someone spills coffee on your new white slacks without apologizing.
5. Someone borrows your radio without asking and breaks it.

**SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:**

1. Many members have a particularly difficult time expressing angry feelings, even in the context of a controlled role play. It is therefore important to devote some time "preparing" group members for this skill. Spending one or two sessions helping members identify common "early warning signs" of anger (such as feeling tense, heart racing, etc.) as well as strategies for managing angry feelings (one of those strategies being the skill at hand), will be extremely useful.
2. Depending on the composition of the group, it may be helpful to divide this skill into three parts and practice each part as a separate role play. The first part would encompass Steps 1 and 2; the second part would encompass Step 3; and the third part would encompass Step 4. Not all members will need the skill divided in this way, but for those who are having some difficulty, this allows them to have positive role-play experiences while practicing the skill.

IS-32

ASSERTIVENESS SKILLS

SKILL: Letting Someone Know That You Are Afraid

RATIONALE: All of us at some time in our lives feel afraid. Sharing our fears with someone we trust usually makes things feel less scary. The person may have suggestions that will help you cope with feeling afraid or have suggestions that will help you change the situation that you are afraid of.

STEPS OF THE SKILL:

1. Choose a person you trust to speak to.
2. Tell that person what you are afraid of. Try to be specific about your fears.
3. Ask the person for advice.

SCENES TO USE IN ROLE PLAYS:

1. You tell your case manager that you are afraid to start at the day program.
2. You tell your case manager that you are afraid to go to the doctor for a physical examination.
3. You confide to your AA group that you are afraid to walk to the meeting because you pass one of the bars that you used to hang out in and are worried that you might go in.
4. You tell a staff member at your new Community Residence that you are afraid that your roommate will not like you.
5. You tell your case manager that you are afraid that your doctor is going to hurt you.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

This skill requires that the client make a judgment about who might be an appropriate person to trust. Not all clients will be able to identify people with whom they trust. Therefore, it may be helpful for group leaders to get clients to identify people whom they might be able to trust in different situations before role playing.

IS-33

### ASSERTIVENESS SKILLS

#### SKILL: Refusing Alcohol or Street Drugs

RATIONALE: Many people have difficulty refusing offers of street drugs and alcohol. Because these substances are available in a wide array of settings, being approached by someone who invites you to use is inevitable. Therefore, it is important to prepare oneself for the possibility of being asked to use. The following steps have been found to be helpful when refusing someone's request.

#### STEPS OF THE SKILL:

1. Using a clear and firm voice, say "No" to the person.
2. If appropriate, suggest some alternative activity.
3. If the person persists, ask him or her to stop.
4. Walk away if necessary.

#### SCENES TO USE IN ROLE PLAYS:

1. A friend approaches you and pressures you to use drugs.
2. You agree to join some co-workers at a bar after work. You have had some trouble with alcohol in the past and are resolved to drink club soda. Once you arrive, one of your co-workers insists that you join him for a beer.
3. You are approached on the street by someone who wants to sell you some drugs.
4. You are attending a relative's birthday party, and the host wants you to join a toast and hands you a glass of wine.
5. You are at your day treatment program when a friend asks you if you want to get high out back.

#### SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

It is important for leaders to remind the group that there are different issues involved in refusing drugs and alcohol and that those issues depend on the person who is offering the substances. For instance, if you are approached on the street by someone who wants to sell you drugs, it would be inappropriate and possibly dangerous to offer an alternative suggestion (Step 2). On the other hand, if a family member or friend pressures you to have a drink, you might want to explain why you are refusing before offering an alternative activity.

IS-34

**COMMUNITY LIVING SKILLS**

SKILL: Eating and Drinking Politely

RATIONALE: Many social situations involve eating and drinking. People will enjoy including us in these situations when we eat and drink politely. Many people know how to do this already, but it always helps to review the main points.

STEPS OF THE SKILL:

1. Take your time and check the temperature of the food or drink.
2. Take small bites or sips, and chew all food thoroughly.
3. Swallow what is in your mouth before speaking.
4. Use a napkin to wipe hands and mouth.

SCENES TO USE IN ROLE PLAYS:

Refer to Step 2 under "Special Considerations When Teaching This Skill."

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders should remind group members that the steps listed in the skill are just "main points" and then should assist them in generating a list of other components that are involved in eating and drinking politely.
2. This skill needs to be practiced with actual food and drink. If the group already includes snacks, it is preferable to bring in special food (e.g., pie, pizza, or ice cream) to use when practicing. Group leaders will provide feedback on how well the group members followed the four steps of the skill as well as on any other component that the group identified as being important.

FRIENDSHIP AND DATING SKILLS

SKILL: Expressing Positive Feelings

RATIONALE: When people have encountered a series of difficulties, they tend to focus on the problems around them and forget to notice the positive things that other people do. Noticing positive things helps to increase a person's sense of belonging and sense of being able to do things well. Also, a person who knows he or she is doing something well is more likely to repeat what he or she has done to please others.

STEPS OF THE SKILL:

1. Look at the person.
2. Tell the person exactly what it was that pleased you.
3. Tell them how it made you feel.

SCENES TO USE IN ROLE PLAYS:

1. A staff member at the Community Residence cooked a meal you enjoyed.
2. A friend helped you out with a problem.
3. A counselor woke you up so that you would be on time for an appointment.
4. A family member gave you a ride to an outside appointment.
5. A co-worker at your new job ate lunch with you.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

Sometimes clients may protest that it is not necessary to say positive things because people already know when they are doing something nice. Group leaders can remind clients that everyone likes it when someone has appreciated something that he or she has done.



**FRIENDSHIP AND DATING SKILLS**SKILL: Expressing Affection

RATIONALE: There are times when you may find that you like someone very much and want to let that person know how you feel. Letting someone know that you care about him or her can seem awkward or even a little scary. We have found that following these few steps can help to make expressing affection go a little more smoothly.

STEPS OF THE SKILL:

1. Choose a person whom you are fond of.
2. Pick a time and place where you can talk to the person in private.
3. Express affection using a warm and caring voice tone.
4. Tell the person why you feel this way.

SCENES TO USE IN ROLE PLAYS:

1. You have just finished a date with a person whom you like very much.
2. You have been dating this person exclusively for the past 4 months.
3. It is your grandmother's birthday, and you want to let her know how important she is to you.
4. It is Valentine's Day, and you just received flowers from a person you have dated a few times.
5. You want to let a friend know how much he or she means to you.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders should point out at the beginning of group that this skill focuses on the expression of verbal affection. However, group leaders can use this skill as an opportunity to have a frank discussion about the physical expression of affection if they are so inclined.
2. This skill requires that a group member be able to identify which people are appropriate to express affection to. It will be helpful for group leaders to discuss with members how to decide who is and is not an appropriate choice to express affection to.
3. Group leaders should remind group members that even when they choose an appropriate person to express affection to, their gesture may not be well received. It will be useful for group leaders to help members identify clues to look for that may indicate that the other person is uncomfortable and how to respond in those instances.

VOCATIONAL/WORK SKILLS

SKILL: Solving Problems

RATIONALE: All of us experience problems at one time or another. Problems can be big or small and can occur in any setting, including at work. Learning a systematic way of dealing with problems is an important skill needed to function in the world as well as to maintain and excel in our jobs.

STEPS OF THE SKILL:

1. Define the problem.
2. Use brainstorming to generate a list of possible solutions.
3. Identify the advantages and disadvantages of each solution.
4. Select the best solution or combination of solutions.
5. Plan how to carry out the best solution.
6. Follow up the plan at a later time.

SCENES TO USE IN ROLE PLAYS:

1. You have been put on probation at work because you frequently show up late in the morning.
2. You have been offered a job that you would like to take, but the hours conflict with your weekly therapy appointment.
3. You have a job as a maintenance worker in a cafeteria. Your supervisor tells you that you are working too slowly and asks you to figure out a way to improve your productivity.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Because this skill is somewhat more complicated and takes longer to practice than the other skills, it is taught using a somewhat different format. Instead of having each group member complete a role play individually, group leaders should present a scenario to the entire group and then assist them through the steps of the skill together. Teaching the skill in this format has two functions: (a) it keeps all members interested and involved, and (b) it provides the members with experience working together toward a common goal (which requires that they put to use some other skills that they have learned).
2. Step 2 requires group members to generate a list of possible solutions. During this step, group leaders need to emphasize the importance of writing down all ideas without judging whether or not they are good or bad. This technique is called "brainstorming."
3. The Problem-Solving Worksheet in Appendix A is helpful in teaching this skill.

This general idea can be used to problem solve with various situations.

Develop scenarios based on the client.

IS-88

**Use the following pages as conversation starters to work on developing the corresponding skill. You may use them in conversation or as a game.**

**To use as a game: Cut out the different questions into “cards” place face down and have the client pick a card at a time to begin to discuss.**

What are the top three qualities you admire in a good friend? Do you ever tell him or her how you feel?

What is an advantage of having a lot of friends rather than just a few? What is a disadvantage?

What is something you find really attractive in a good friend?

What qualities make you a good friend?

What is a quality you look for in a friend?

Define what a 'good friend' means to you.

Friends are sometimes described in two circles—the inner one (those closest to you) and the outer one (not as close). How many friends are in your innermost circle?

What do you do to keep your friends?

Name two ways to support a good friend who is going through a difficult time.

How important is forgiveness in friendships? Give an example of when you have needed to be forgiven.

Who are your best **social supports**?

Who is one of your **favorite people**?

What do you like best about that person?

---

Using 10 different words, how would you **describe your best friend**?

Describe a **perfect friend**.

---

Who is someone you really **enjoy talking** with?

What are the two most desirable **qualities in a friend**?

What is it about his or her conversations that you like?

How about the two least desirable?

---

What usually **gets you in trouble**  
in social situations?

What do you do that **offends**  
others?

---

You are having a conversation  
with someone you hardly know.  
They keep touching your arm  
and putting their face close to  
yours.

What are three topics to **avoid**  
**discussing** with people you don't  
know well?

How do you **react inside**? How  
would you **react to them**?

---

What are five **turn-off behaviors**  
when you first meet someone?

Is it O.K. to be **truthful in every**  
social situation?

Why or why not?

Are there times that you need to  
**just be by yourself**?

In social situations, sometimes  
I give off the wrong signals when I

When? What do you do?

---

What are two subjects that you  
try not to discuss with people when  
you first meet them?

What is a sure-fire way to lose  
a friend?

What is the best compliment a friend could give you?

Rate yourself:

How considerate a friend are you?

(5-very considerate; 1-inconsiderate)

On a scale of 1-5, how open to feedback are you when your friends give it to you?

(5-really open; 1-closed down)

Explain.

What is one quality you are working on to make you a better friend?

What is the most generous thing you have done for a friend lately?

What is the nicest thing you could do today for a really good friend?

**Fill in the calendar on the following page monthly.**

**Use the calendar as a way to keep track of contacts or interactions with friends or other individuals.**

**Educate the client on various ways to interact with people. Encourage the client to interact face to face; however, phone or e-mail may be a way to increase the frequency of contacts with other people.**



SUN	MON	TUES	WED	THURS	FRI	SAT

# **ROLE PLAY: HOW TO ASK FOR HELP**

Role-play with the client various ways to ask for help.

Practice these skills in the community and provide guidance and assistance when needed.

Gradually allow client to ask for help independently.

## **Scenarios**

1. Ask for help in a supermarket on where to find specific items.
2. Ask for help in a bus station on how to find specific bus line.
3. Ask for help in a bank on how to open an account.
4. Ask for help in a store to get an item out of reach.
5. Ask for help at a gas station to learn how to pump gas.

**Complete this worksheet regarding healthy and dangerous relationships. Put an X through those scenarios (or friendships) that are dangerous/ unhealthy relationships.**

A friend continuously asks you for money. He never pays you back, but you give him the money anyways.

Walking into work you realize that you forgot your lunch. A friend you work with offers to share her lunch with you.

A friend is continuously bullying you about the way you look. Even though you have told him several times that these words hurt your feelings he continues to bully you.

A family member is in the hospital and you only told one person you work with because you were uncomfortable sharing the information with a lot of people. You asked if that person could please not tell anyone. A co-worker randomly asks you how your family member is.

You were feeling sad all day and felt that no one had noticed. A friend went out of her way to call you because she was worried about you.

You don't drink or like to smoke. Your friend is constantly putting pressure on you to do one or the other, or both. It always makes you feel uncomfortable.

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