



## **Using Self-Management to Teach Game Related Social Skills**

**Objective:** To teach students game related social skills.

### **Setting and Materials:**

**Settings:** School classroom

### **Materials:**

Items for skill training:

1. Supplemental worksheets
2. Self-monitoring form

Items offered for play activities in the classroom for evaluation:

1. Checkers
2. Chess
3. Penny hockey
4. Table football
5. Playing cards
6. Old Maid
7. Connect Four

### **Content Taught**

A skills-training model involving social modeling, behavior rehearsal, and behavior transfer is used, as is self-monitoring to teach the game-related social skills:

1. Appropriate peer reactions:
  - a) Student ignores the situation by not responding to the person trying to make him angry
  - b) Student attempts to resolve the situation through a discussion of the problem
  - c) Student walks away from the conflict
  - d) Student seeks help from an authority figure
2. Appropriate reactions to losing:
  - a) Student offers a rematch of the same game or a different game
  - b) Student offers a congratulatory statement such as “nice game” or “good contest”
  - c) Student offers a “thank you” to the opponent
  - d) Student offers a pleasant affect as demonstrated by the absence of frowns, scowling, or other unpleasant looks indicative of negative feelings

3. Appropriate reactions to winning:
  - a) Student makes statements to the loser such as “nice game” or “nice try”
  - b) Student offers a handshake to the loser
  - c) Student agrees to or offers a rematch
  - d) Student thanks the loser after the game

## **Teaching Procedures**

### **Step 1 – Rationale**

1. Provide a definition and rationale of the skill
2. Offer positive and negative scenarios of the skill
3. Initiate discussion about the students’ attitudes toward the skill

Example:

Robert is walking down the hall when a student from another class makes a remark about the clothes Robert is wearing. The student insults Robert in front of other students. Robert feels embarrassed and becomes very angry. Robert aggresses against the other student and is punished. Discussion surrounds why Robert needs to learn more constructive ways to react to unpleasant situations

### **Step 2 – Modeling**

1. Display modeling to show students appropriate ways of handling situations that deal with each skill
2. Offer two positive examples followed by discussion
3. Offer a negative to show students distinct differences between appropriate and inappropriate ways to handle the situation
4. Initiate discussion to facilitate the students’ understanding of the skill

Example:

Assume the role of a student (Student A) while a student takes the roles of another student (Student B). The students have a misunderstanding in which Student A becomes verbally abusive to Student B. Student B tries to ignore Student A by walking away from him. While walking away, Student B counts to 10 under her breath.

### **Step 3 – Role-play**

1. Role plays scripted can be provided to the students or students can choose to write their own scripts
2. Role plays are open ended to allow students to become more creative and perhaps more realistic in generating responses that reflect desired social skills
3. Initiate discussion to facilitate the students’ understanding of the skill and the most appropriate responses

Example:

Carlos and Shawn are playing basketball in the gym. Carlos becomes angry when Shawn fouls him. Carlos throws the ball at Shawn

Carlos: Hey Shawn, you fouled me. You made me miss my shot (throwing the ball at Shawn).

Shawn: (dodging the ball) I didn't mean to foul you, I was only trying to get the rebound.

Carlos: Well, I'm going to foul you when you try to make your shot.

Shawn: Well, if I fouled you, take another shot. If we can't play fair, I don't want to play. Students take the role of Shawn, exercising appropriate peer interaction and discussing what might happen if he did not respond constructively.

#### **Step 4 – Personal experience**

1. Encourage students to describe a situation where they might need to display the targeted behavior(s)
2. Following the discussion of each personal situation, role-play the situation to have the students practice more appropriate responses to the problem situation
3. Verbally praise the positive behaviors while explaining the adverse effects of inappropriate actions or behaviors

#### **Step 5 – Homework assignments**

1. At the end of each lesson, give the students a supplemental worksheet directing the students to try the new skill with somebody outside the classroom and record the outcome
2. Have students describe the situation in which they try the new skill, their feelings before and after the situation, the outcome of their efforts and whether they feel their attempts are successful
3. Discuss their homework assignments prior to the next lesson

#### **Self-monitoring**

1. Following instruction on each social skill, provide the students with a self-monitoring form to record the number of times they do or do not perform the desired skill(s)
2. Have students tally each behavior they emit during 30 minute classroom play sessions
3. Have students tally each behavior they emit in the gym when they return to the classroom
4. Immediately upon their return to the classroom direct the students to think about their behavior during gym and record appropriate and inappropriate responses on the form
5. At the end of each session lead a discussion about student behaviors to permit the students to explain their behaviors and focus on helping them understand why certain responses are or are not appropriate.
6. Teach students to graph their behavior each day

## Evaluation

Evaluate the student's performance by collecting data on the number of appropriate and inappropriate peer interactions during play activities

### Lesson Plan Based on:

Moore, R. J., Cartledge, G., & Heckaman, K. (1995). The effects of social skill instruction and self-monitoring on game-related behaviors of adolescents with emotional or behavioral disorders. *Behavioral Disorders, 20*, 253-266.

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