

Achieving Behavioral Competencies

a program for developing positive social/emotional skills with secondary students

The program is designed for

- individuals with identified learning disabilities or behavioral disorders (emotional disturbances) or those "at risk" for future problems
- individuals served in vocational rehabilitation programs
- students in regular education or programs for gifted/talented

The program materials include

- behavior rating scale to be completed by the teacher
- computer software which uses the results of the rating scale to generate both individual and class profiles on 20 competencies within 4 skill areas
- a comprehensive curriculum which includes strategies for
 - self-awareness*
 - teacher instruction*
 - teacher demonstration*
 - student interaction*
 - self-management & generalization*
- supplemental, ready-to-use teacher materials to facilitate class participation, generalization and maintenance of skills

The specific skills addressed by the program are

RELATING TO OTHERS

Building Friendships
Maintaining Friendships
Apologizing
Compromising/Negotiating
Giving/Accepting Praise or Criticism

PERSONAL RESPONSIBILITY

Goal Setting
Decision Making
Assuming Responsibility
Promptness
Asking for Assistance

COPING WITH STRESS

Handling Frustration
Coping with Anger
Dealing with Stress
Accepting Authority
Resisting Peer Pressure

PERSONAL / AFFECTIVE DEVELOPMENT

Building Self-Esteem
Coping with Depression
Coping with Anxiety
Controlling Impulsivity
Sensitivity to Others



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Achieving Behavioral Competencies: An Overview

Assessment Instrument

The first step in the program is to obtain a descriptive measure of student behaviors. The Teacher Rating Scale is used to rate a student's current functional behaviors in school. The rating scale contains 80 statements describing individual student behaviors in the classroom. The teacher rates each item on a five point Likert scale (1=Never to 5=Always). The Teacher Rating Scale takes approximately ten minutes to complete.

ABC Computer Program

Upon completion of the rating scale, the next step involves use of the software program to generate individual and class profiles. The profiles represent both individual and group needs for remediation as well as areas of adequacy. The scores from the rating instrument are entered into the computer, and the software program generates individual and class profiles. Teachers can then use these profiles in planning their instruction. Decisions related to the scheduling of skills instruction, how much time to spend on each unit, and which units are most appropriate for each class can be made with the assistance of the computer-generated profiles.

Individual Student Report

The first page of the Individual Student Report (see below) includes basic demographic information followed by a Factor Profile. This profile shows the individual's performance on each of the four factors: *Relating To Others*, *Personal Responsibility*, *Coping With Stress* and *Personal/Affective Development*. The *Average ABC Factor Score* is also plotted. The profile is divided into three areas: "Remediation Recommended" (factor scores between 10 and 25), "Selective Remediation" (scores from 26 to 40), and "Appears Adequate" (scores above 40). In the sample report shown below, two of Barbara's factor scores fall in the "Selective Remediation" range, and two factor scores are in the "Remediation Recommended" range.

ABC INDIVIDUAL STUDENT REPORT			
Student's Name: Barbara Grant		Rating Date: 01/28/92	
Sex: F		Date of Birth: 08/08/77	
		Age: 14 years, 5 months	
Ethnicity: Anglo			
Handicapping Condition: ED			
School: Lakeland		School Year: 91-92	
Class: Brown		Grade: 8th	
Rater: Brown			
Factor Profile			
		Remediation	! Selective
		Recommended	! Remediation
		! Appears	! Adequate
		10...15...20...25...30...35...40...45...50	
Relating with Others	21	:.....#.....!	:.....!
Personal Responsibility	29	:.....#.....!	:.....!
Coping with Stress	22	:.....#.....!	:.....!
Personal/Affective Develop	27	:.....#.....!	:.....!
Average ABC Score	25	:.....#.....!	:.....!

Unit Profiles are printed on the second page of the Individual Student Report. These profiles show the student's performance on each of the 20 units within the 4 factors (e.g., *Building Friendships*, *Maintaining Friendships*, *Apologizing*, etc.). Unit scores from 2 to 5 indicate a need for remediation in a particular social skill. Scores of 8 or more represent adequate functioning. Scores of 6 or 7 suggest that some review of the skill is necessary. Barbara's Unit Profiles for two of the four factors are shown below.

ABC INDIVIDUAL STUDENT REPORT		Page 2
Name: Barbara Grant	School: Lakeland	Class: Brown
Date: 02/10/1992	Grade: 8th	Year: 91-92
Unit Profile for Relating with Others Factor		
	Remediation Recommended	! Selective Remediation
	2....3....4....	! Appears Adequate
		!.....6....7....!.....9...10
Building Friendships	5	:.....#.....!.....:
Maintaining Friendships	2	#.....!.....:
Apologizing	4	:.....#.....!.....:
Compromising/Negotiating	5	:.....#.....!.....:
Giving/Accepting Praise	5	:.....#.....!.....:
Unit Profile for Personal Responsibility Factor		
	Remediation Recommended	! Selective Remediation
	2....3....4....	! Appears Adequate
		!.....6....7....!.....9...10
Goal Setting	8	:.....!.....#.....:
Decision Making	7	:.....!.....#.....:
Assuming Responsibility	5	:.....#.....!.....:
Promptness	6	:.....!.....#.....:
Asking for Assistance	3	:.....#.....!.....:

Class Reports

Various types of Class Reports can be generated, providing flexibility in the way a teacher can analyze, organize, and use the curriculum to meet class needs. The user can choose to print:

Factor Profiles showing (1) individual student ratings for each factor or (2) the average factor ratings for the class

Unit Profiles showing (1) individual student ratings for each unit or (2) class averages for the units within each factor

All Factor and Unit Profiles, or only selected ones, can be printed. By printing Unit Profiles (all units showing individuals), the needs of each student in the class for each of the 20 curriculum units are illustrated. This option provides the overall configuration of remediation needs for an entire class. For example, the sample report on page 4 shows individual students functioning at each of the three levels. In addition to the overall configuration, individual needs may also be readily identified. For example, in the curriculum unit, *Building Friendships*, Hector Gonzales (score = 4) needs more extensive training than Jeff Collins (score = 9).

CLASS FACTOR PROFILES
 showing individual student ratings for each factor
 and average factor ratings for the class

ABC CLASS REPORT		School: Lakeland	Class: Brown
		Date: 02/10/1992	Year: 91-92
		Grade: 8th	
		Remediation Recommended	! Selective ! Remediation
			! Appears ! Adequate
 Factor Profile (Individual Students) for Relating with Others			
		10...15..20....!	...30...35....!
			...45...50
Barbara Grant	21	:.....#.....!	:.....!.....:
Cindy Martin	32	:.....#.....!	:.....!.....:
Gary Bryant	26	:.....#.....!	:.....!.....:
Hector Gonzales	17	:.....#.....!	:.....!.....:
Jeff Collins	43	:.....#.....!	:.....!.....:
Libby Wilkins	28	:.....#.....!	:.....!.....:
Nathan Chin	24	:.....#.....!	:.....!.....:
Robert Moore	27	:.....#.....!	:.....!.....:
Susan Adams	22	:.....#.....!	:.....!.....:
Average Factor Score	27	:.....#.....!	:.....!.....:
 Factor Profile (Individual Students) for Personal Responsibility			
		10...15..20....!	...30...35....!
			...45...50
Barbara Grant	29	:.....#.....!	:.....!.....:
Cindy Martin	37	:.....#.....!	:.....!.....:
Gary Bryant	20	:.....#.....!	:.....!.....:
Hector Gonzales	12	:.....#.....!	:.....!.....:
Jeff Collins	46	:.....#.....!	:.....!.....:
Libby Wilkins	30	:.....#.....!	:.....!.....:

ABC CLASS REPORT		School: Lakeland	Class: Brown
		Date: 02/10/1992	Year: 91-92
		Grade: 8th	
 Profile of Average Factor Ratings for Class			
		Remediation Recommended	! Selective ! Remediation
			! Appears ! Adequate
		10...15...20....!	...30...35....!
			...45...50
Relating with Others	27	:.....#.....!	:.....!.....:
Personal Responsibility	27	:.....#.....!	:.....!.....:
Coping with Stress	27	:.....#.....!	:.....!.....:
Personal/Affective Develop	28	:.....#.....!	:.....!.....:
Average ABC Score	27	:.....#.....!	:.....!.....:

CLASS UNIT PROFILES
 showing individual student ratings for each unit and
 class averages for the units within each factor

ABC CLASS REPORT		
School: Lakeland		Class: Brown
Date: 02/10/1992	Grade: 8th	Year: 91-92
Remediation ! Selective ! Appears Recommended ! Remediation ! Adequate		
Unit Profile (Individual Students) for Building Friendships		
	2....3....4....!....6....7....!....9...10	
Barbara Grant	5 :...:~...:~...#...:~...:~...!...:~...:~...:	
Cindy Martin	6 :...:~...:~...!...#...:~...:~...!...:~...:~...:	
Gary Bryant	5 :...:~...:~...#...:~...:~...!...:~...:~...:	
Hector Gonzales	4 :...:~...:~...#...!...:~...:~...!...:~...:~...:	
Jeff Collins	9 :...:~...:~...!...:~...:~...!...:~...:~...#...:~...:~...:	
Libby Wilkins	7 :...:~...:~...!...:~...:~...#...!...:~...:~...:	
Nathan Chin	4 :...:~...:~...#...!...:~...:~...!...:~...:~...:	
Robert Moore	6 :...:~...:~...!...#...:~...:~...!...:~...:~...:	
Susan Adams	3 :...#...:~...!...:~...:~...!...:~...:~...:	
Average Unit Score	5 :...:~...:~...#...:~...:~...!...:~...:~...:	

Unit P	ABC CLASS REPORT		
	School: Lakeland		Class: Brown
	Date: 02/10/1992	Grade: 8th	Year: 91-92
Barbara Grant			
Cindy Martin			
Gary Bryant			
Hector Gonzales			
Jeff Collins	Unit Profile (Class Averages) for Relating with Others Factor		
Libby Wilkins			
Nathan Chin	Remediation ! Selective ! Appears Recommended ! Remediation ! Adequate		
Robert Moore			
Susan Adams	2....3....4....!....6....7....!....9...10		
Average Unit Score	Building Friendships	5 :...:~...:~...#...:~...:~...!...:~...:~...:	
	Maintaining Friendships	5 :...:~...:~...#...:~...:~...!...:~...:~...:	
	Apologizing	5 :...:~...:~...#...:~...:~...!...:~...:~...:	
Unit P	Compromising/Negotiating	6 :...:~...:~...!...#...:~...:~...!...:~...:~...:	
	Giving/Accepting Praise or	6 :...:~...:~...!...#...:~...:~...!...:~...:~...:	
Barbara Grant			
Cindy Martin			
Gary Bryant	Unit Profile (Class Averages) for Personal Responsibility Factor		
Hector Gonzales			
Jeff Collins	Remediation ! Selective ! Appears Recommended ! Remediation ! Adequate		
Libby Wilkins			
Nathan Chin	2....3....4....!....6....7....!....9...10		
Robert Moore	Goal Setting	6 :...:~...:~...!...#...:~...:~...!...:~...:~...:	
Susan Adams	Decision Making	6 :...:~...:~...!...#...:~...:~...!...:~...:~...:	
Average Unit Score	Assuming Responsibility	5 :...:~...:~...#...:~...:~...!...:~...:~...:	
	Promptness	5 :...:~...:~...#...:~...:~...!...:~...:~...:	
	Asking for Assistance	5 :...:~...:~...#...:~...:~...!...:~...:~...:	

Curriculum

The curriculum consists of 20 units, each designed to promote mastery of specific social/emotional skills. The 20 units are divided into 4 domains: Relating To Others, Personal Responsibility, Coping With Stress, and Personal/Affective Development. The order in which the units are used is left to the discretion of the teacher and will vary depending on individual and group needs.

Each of the social skill units presents five strategies of instruction with three activities in each strategy. The five instructional strategies include: (a) Self-Awareness, (b) Teacher Instruction, (c) Teacher Demonstration, (d) Student Interaction, and (e) Self-Management and Generalization. These five strategies represent a logical sequence of instruction. Before one can learn a social/behavioral skill, a level of self-awareness is necessary. Otherwise, students may not be aware of the relevance of the skills and may not participate actively. Likewise, failure to provide activities in self-management and generalization would make the instruction meaningless. The teacher instruction, teacher demonstration, and student interaction strategies are more traditional approaches to direct instruction. A sample page from the curriculum is shown below.

Building Friendships

Strategy: Self-Management and Generalization

Activity 1: Identify Friendships

Have each student make a list of his/her friends. Then have them describe:

- How they met each other
- What their common interests are
- What they do with each friend
- What they like about the person
- Whether they can depend on their friends
- How they demonstrate their friendship

Next, discuss how to maintain these friendships and make new ones.

Activity 2: Discuss Friendship Maintenance

Have the class generate a list of things people do to keep friendships going. These are actions that demonstrate to friends that the friendship is important. This list will be used in the generalization activities. Some examples might include:

- listening to your friend
- sharing problems
- laughing with your friend
- finding the time to be with your friend
- showing consideration with cards, letters, or phone calls
- going places together
- supporting your friend when he/she is sad or lonely
- telling your friend the truth
- feeling good about being/having a friend

Activity 3: Expand Your Circle Of Friends

Reflecting on the friendships you already have, discuss ways to make new friends.

Have your students suggest strategies for developing new friendships and write a contract to make one new friend in the next month. Using the **Friendship Contract Form** provided, each student agrees on a **deadline** by which they will initiate a new friendship.