

Student Work

---

7-1-1985

## The Identification of Social Skills Deficits in Intermediate Learning Disabled Students

Patricia Schweer  
*University of Nebraska at Omaha*

Follow this and additional works at: <https://digitalcommons.unomaha.edu/studentwork>  
Please take our feedback survey at: [https://unomaha.az1.qualtrics.com/jfe/form/SV\\_8cchtFmpDyGfBLE](https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE)

---

### Recommended Citation

Schweer, Patricia, "The Identification of Social Skills Deficits in Intermediate Learning Disabled Students" (1985). *Student Work*. 2788.  
<https://digitalcommons.unomaha.edu/studentwork/2788>

This Thesis is brought to you for free and open access by DigitalCommons@UNO. It has been accepted for inclusion in Student Work by an authorized administrator of DigitalCommons@UNO. For more information, please contact [unodigitalcommons@unomaha.edu](mailto:unodigitalcommons@unomaha.edu).

THE IDENTIFICATION OF SOCIAL SKILLS DEFICITS  
IN INTERMEDIATE LEARNING DISABLED STUDENTS

Presented to the  
Faculty of the Graduate College  
University of Nebraska  
at Omaha

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

University of Nebraska at Omaha

by

Patricia Schweer

July, 1985

UMI Number: EP74316

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP74316

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

FIELD PROJECT ACCEPTANCE

Accepted for the faculty of the Graduate College,  
University of Nebraska, in partial fulfillment of the  
requirements for the degree Specialist in Education,  
University of Nebraska at Omaha.

Supervisory Committee

Name

Department

Andrew Mitchell

Counseling and Special Ed

Deanne Kellams

\_\_\_\_\_

John King  
Chairman

7-19-85  
Date

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	iv
CHAPTER	
I. PROPOSAL . . . . .	1
Introduction . . . . .	1
Statement of the Problem . . . . .	5
Delimitations . . . . .	6
Limitations . . . . .	6
Assumptions . . . . .	6
Methodology . . . . .	7
Definition of Terms . . . . .	8
Organization of the Study . . . . .	9
II. LITERATURE . . . . .	11
Evidence . . . . .	11
Definition of Social Skills Deficits . . . . .	15
The Underlying Cause . . . . .	23
III. METHODOLOGY . . . . .	28
Subjects . . . . .	28
Instrument and Procedure . . . . .	29
IV. PRESENTATION OF DATA . . . . .	32
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	39
Summary . . . . .	39
Conclusions . . . . .	40
Recommendations . . . . .	44
Concluding Statements . . . . .	48
REFERENCES . . . . .	49
APPENDICES	
A . . . . .	55
B . . . . .	56
C . . . . .	63

LIST OF TABLES

TABLE		PAGE
I.	Classroom Survival Skills . . . . .	36
II.	Friendship Making Skills . . . . .	36
III.	Skills for Dealing with Feelings . . . . .	37
IV.	Skill Alternatives to Aggression . . . . .	37
V.	Skills for Dealing with Stress . . . . .	38

## CHAPTER I

## PROPOSAL

## INTRODUCTION

Although learning disabilities (LD), are usually defined in terms of deficits in cognitive and linguistic processes, evidence has accumulated that LD children also display maladaptive behaviors which impair their academic performance and lead to their identification as requiring special education services (McKinney & Feagans, 1983).

Many of the specific behaviors which differentiate LD students from average achievers are associated with poor achievement in general, particularly with respect to poor task orientation and disruptive behavior. It is increasingly evident that low achievers and students identified as LD in public schools have many characteristics in common (Ysseldyke, Algozzine, Shinn & McGue, 1982).

Legislation such as the Education for All Handicapped Children Act (Public Law 94-142, 1975), which mandates provision of appropriate education to all children, carries with it an unstated promise that school personnel know how to reach all children. An individual program must be

provided for those who appear to resist learning and those whose behavior makes learning exceedingly difficult. Since the school is the institution for teaching and learning, the responsibility of remediation is the charge of the school. In order to believe that educators are capable of effecting learning, perceptions of learning disabilities have been altered from that of a multifaceted disability affecting several areas of development to an academic disability. The consequent expectation is that upon receipt of appropriate academic remediation, the learning disabled person will no longer have nonacademic deficits.

↳ Regardless of the extent to which learning disabled persons are malfunctional in the nonacademic areas, increasingly their disability is being perceived solely as an academic deficit. This narrowing of concentration seems to have been initiated in 1979, when a political definition of learning disabilities was formulated for the U.S. Office of Education:

"Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of thinking, listening, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal



brain dysfunction, dyslexia, developmental aphasia, and so on. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage."

The overwhelmingly educational focus of this definition was designed to ensure the inclusion of learning disabilities in mandatory legislation for the handicapped. However, the definition served to focus our perception of the disability as primarily academic. By the late 1970's academic remediation was expected to eliminate the disabilities and to produce an intact, age-mature, socially adept, moral, and organized person.

This constricted perception of learning disabilities enables us to envision a narrowly delineated and time-limited disability that the educational system will eliminate. It also spares parents the pain of facing a more global disability that may represent some degree of encumbrance for a lifetime. Consequently, a promised cure directed to some facets of the disability is perceived as a cure for the entire condition.

Parents are unaware that, even if an immediate cure were discovered for their child, he still would be different from his peers. His years of altered perceptions, behaviors, and responses have created a

different set of memories, concepts, feelings, and expectations than his peers have experienced.

Educators are unable to cure learning disabilities, just as physicians are unable to cure an organic condition such as diabetes or high blood pressure, although they are able to control, minimize and circumvent most disfunctions to the point where they are of minimal inconvenience. Parents feel that educators possess the knowledge to cure learning disabilities because they have been legislated to provide appropriate education for all children. This leads parents to expect that elimination of the child's academic problems will result in the disappearance of his social ineptitude, immaturity, and behavioral difficulties.

Current practice in educational planning for learning disabled students is most often, in keeping with the focus of the definition, an academic effort. Two, if not more, findings from recent research should motivate educators to be more concerned about increasing the emphasis on social and emotional change. One is the probability that greater academic gains occur when adequate attention is given to the social and emotional aspects of students' functioning (Cartledge & Milburn, 1978). Another is the finding that the odds of being taken into custody by the police and "being adjudicated delinquent were 220 percent greater for

adolescents with learning disabilities than for their non-learning disabled peers" according to the 1976 ACLD Research and Development Project (ACLD, ACLD NEWSBRIEFS, Mar./Apr., 1982).

✓ It is urgent that therapeutic and remediation efforts for learning disabled students begin to address their social skills as well as academic deficits. Some of the deficits that many LD persons evidence, such as social ineptitude, are more profoundly handicapping throughout a lifetime than are disabilities in reading, spelling, and mathematics.

× While there is significant research that clearly identifies learning disabled students as less socially skilled than their nonhandicapped peers, there appears to be a deficiency in specificity of the social skills LD students need, and curriculum with which to engage in remediation.

#### STATEMENT OF THE PROBLEM

Currently in a large metropolitan school district there is no LD curriculum for the remediation of social skills deficits. Consequently, social skills training is not systematically included in the educational planning for most LD individuals.

The purpose of this study is to identify the social skills scope and sequence for an intermediate learning disabilities curriculum.

#### DELIMITATIONS

This study is confined to the identification of social skills deficits in intermediate learning disabled students attending a self-contained learning disabilities classroom in a large metropolitan school district.

#### LIMITATIONS

Although the social skills examined in this study have been identified as necessary and important components of social development, they are only one sample from a large universe of social skills.

No effort is made in this study to assess the regular classroom teachers' ability to judge presence or absence of social skills in learning disabled students.

#### ASSUMPTIONS

It is assumed that the regular and learning disabilities classroom teachers asked to participate in this study will do so willingly.

It is assumed that the classroom teachers' judgments of social skills will be reliable.

It is assumed that the social skills identified on the survey instrument to be used in this study are necessary components of the behavioral repertoires of socially accepted intermediate age children.

#### METHODOLOGY

The following procedures were used to complete this study:

1. With the assistance of the Special Education Department of the school district in which this study takes place, those students enrolled in the 12 intermediate learning disabilities classrooms within the district were identified.

2. Learning disabled students who are mainstreamed into regular classrooms for at least 25 percent of the day were selected from the students identified above.

3. Information about the selected mainstreamed students was gathered pertaining to: age, race, sex, I.Q., academic functioning, and date of entry into the learning disabilities classroom.

4. A social skills rating scale was identified by this researcher and completed by the regular classroom teachers whose classrooms the selected students attend.

5. Results of the teachers' ratings were analyzed to determine which social skills are present and absent in the learning disabled population sampled.

6. The resulting profile of social skills is represented by percentages and displayed in tables.

7. A social skills scope and sequence chart was developed for an LD curriculum with particular emphasis on social skills deficits.

#### DEFINITION OF TERMS

Learning Disability. For the purpose of this study the definition presented by the National Joint Committee on Learning Disabilities (1981) was used:

Learning Disability is a generic term that refers to a heterogeneous group of difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbances) or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction, psychogenic factors), it is not the direct result of those conditions or influences (Hammill, et al., 1981, p. 336).

× Social skill. In this study a social skill will be defined as any cognitive function or overt behavior in

which an individual engages while interacting with another person or persons. Cognitive functions include such capacities as empathizing with or understanding other persons' feelings, discriminating and making inferences about social cues, and predicting and evaluating consequences for social behavior. Overt behaviors include the nonverbal (e.g., head nods, eye contact, facial expression) and verbal (e.g., what the person says) components of a social performance (Schumaker, et al., 1984).

Intermediate learning disabilities classroom. In this study the term intermediate learning disabilities classroom shall describe a special education classroom in which LD children in grades 4, 5, and 6 are placed according to the special education law of the State of Nebraska.

Mainstreaming. For the purpose of this study the term mainstreaming shall define the placement of children with handicaps within the regular education system of the school, particularly in the regular classroom.

## ORGANIZATION OF THE STUDY

### CHAPTER I: INTRODUCTION

The general content of this chapter includes an introduction to the problem area. The chapter also refers to several previous research findings that indicate the

importance of the study. Background information on the specific problem is presented.

#### CHAPTER II: RELATED LITERATURE

An extensive review of selected related literature, exposing results of many research studies is presented. This chapter includes the views of leading authorities in the field of learning disabilities concerning the cause of the problem.

#### CHAPTER III: METHODOLOGY

This study was conducted in a large metropolitan school district in Nebraska. This chapter details the procedures used to identify intermediate learning disabled students for the sample, and to assess classroom teachers' perceptions of their social skills.

#### CHAPTER IV: PRESENTATION OF DATA

An analysis of the data obtained is made and summarized in tables.

#### CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter describes, presents, and makes recommendations. It restates the problem, briefly describes the research method used, lists the findings of the study, presents conclusions based upon the findings, and makes recommendations for teaching techniques and curriculum to be used in remediation of the problem.



## CHAPTER II

## LITERATURE

## EVIDENCE

With the passage of P.L. 94-142, and its mandate for "least restrictive environment" for handicapped children has come the increased emphasis on mainstreaming of learning disabled students.

One assumption underlying the mainstreaming movement is that peer acceptance of handicapped children will be incremented by virtue of exposure and propinquity. Essentially it is assumed that handicapped children are socially rejected and that placement of handicapped students with their nonhandicapped peers will result in increased academic and social development for the handicapped students.

X The evidence for rejection of handicapped children is abundant; for example, studies examining the social status of the educable mentally retarded child have consistently found that such children were rejected by their nonhandicapped peers (Gottlieb, 1974; Iano, et al., 1974). Additionally, peer rejection has been found to characterize the social relationships of children with physical handicaps (Richardson & Royce, 1968).

~ The learning disabled child, with a less obvious form of handicap than those of the groups previously mentioned,

has also been found to be more rejected by peers than his nonhandicapped counterpart. Two studies assessing peer popularity by means of sociometric assessments found that learning disabled children were rejected by peers (Bryan, 1974, 1976) while another study by Bryan (1975) found learning disabled children to be the recipients of less desirable responses from peers as well as teachers. Additionally, when observers unfamiliar with the academic status of the children viewed videotapes of disabled and nondisabled children within a standardized experimental setting, the observers attributed more negative characteristics to the disabled than the nondisabled child (Bryan, 1979).

In summary, the previous research on the social relationships of learning disabled children indicates that peer rejection is not simply due to their having lower intelligence, lower academic achievement or being less physically attractive than their classmates (Bryan, 1975).

Although the evidence is quite strong that learning disabled children are socially rejected, the question remains as to precisely why these children evoke such responses from their peers. The differences between social behaviors of LD and nondisabled children have remained largely unexplored.

Until recently a major interest or emphasis on social skills of the learning disabled appeared unwarranted

because their academic deficits were believed to be their most serious limitation. However, empirical evidence is now available indicating that: (a) LD children are less well liked than their peers (Bryan, 1974; Perlmutter, Crocker, Cordray, and Garstecki, 1983); (b) LD youths perform similarly to juvenile delinquents on a role-playing test of social skills (Schumaker, Hazel, Sherman, & Sheldon, 1982); (c) LD youths are the lowest frequency participators among groups of low participators in school activities (Deshler & Schumaker, 1983); and (d) LD individuals' social problems continue into adulthood (Blalock, 1982; Vetter, 1983; White, Schumaker, Warner, Alley, & Deshler, 1980).

These findings have led to a concern about the social abilities of the learning disabled. Research regarding the presence of deficits in LD adolescents' social performance has yielded conflicting findings (Schumaker, Sheldon-Wildgen, & Sherman, 1982; Matthews, Whang, and Fawcett, 1980); however, some additional evidence shows that poor social adjustment is a part of LD individuals' lives. Kronick (1981) reported that her review of literature revealed that LD youths tend to exhibit deficits in psychosocial skills. Further, Deshler (1983) argued that LD adolescents show significant problems in social adjustment and social perception. Lerner (1976) notes the following characteristics as typical of some learning

disabled children: "(1) performing poorly in independent activities expected of children of the same chronological age, (2) poor in judging moods and attitudes of people, (3) insensitive to the general atmosphere of a social situation, and (4) continually doing or saying the inappropriate thing" (p. 325). Lerner quotes the description by Nall (1971, p. 71) of a 12 year old girl with a social disability: "She read well. She did math well. She wrote well. She just could not get along with others. She was too impulsive. What she thought, she said. She scratched where it itched. She went where she happened to look. When she finally was academically ready to enter high school, she could not be sent. She would not have lasted there a day."

> When compared to socially competent peers, children exhibiting social problems have been found to have a higher incidence of: dropping out of school, delinquency, mental health problems and "bad conduct" discharges from military service (Schumaker & Hazel, 1984).

If LD individuals have no means of compensating for their academic deficits through social competence, they are likely to be underemployed and less satisfied than their peers (White et al., 1980). Therefore, interventions for LD individuals must include accurate assessment and treatment of social skills deficits if they are to be

expected to succeed in a variety of academic and nonacademic settings.

#### DEFINITION OF SOCIAL SKILLS DEFICITS

Some writers believe that the social deficit is not simply a result of a cognitive deficit but rather is an additional element in a syndrome that includes many other characteristics with, perhaps, a common underlying cause (Bryan, 1974). A second approach suggests that there are several types of learning disabilities, each reflecting a completely separate syndrome. According to this view, social deficiencies form a completely separate learning disability from those characterized by cognitive deficits (Johnson & Myklebust, 1967). Regardless of which is the correct approach, there is general agreement that social deficits are a particularly poignant problem for the learning disabled child. As Lerner (1976) points out, "...since a deficit of social skills implies a lack of sensitivity to people and a poor perception of social situations, the deficit affects almost every area of the child's life. This is probably the most debilitating learning problem the child can have" (p. 327).

Gresham (1981) conceptualized social competence problems as occurring in three distinct categories. First, socially incompetent individuals may not have learned the cognitive and overt social skills they need to succeed in

social interactions. For these individuals, the skills are not present in their cognitive and behavioral repertoires. Gresham called this type of problem a "skill deficit." Another type of problem a "performance deficit" appears when the skills are present in an individual's repertoire but they are simply not performed. A third kind of problem, called a "self-control deficit," involves the emission of high rates of aversive behaviors.

Badian and Ghublikian (1983) found in their study of children with dyscalculia, or a deficit in calculating, an emerging picture of a child who is frequently inattentive, is disorganized and inexact in manner of working, avoids responsibility and probably completes assignments less often than peers. These findings appear to agree with the report of Johnson and Myklebust (1967) that children with discalculia tend to be low in social maturity. In particular, avoidance of age-related responsibility and failure to complete assignments are probable indicators of social immaturity.

In their 1978 study of the social interactions of learning disabled children Bryan and Bryan found the verbal communication to and from the learning disabled child different from that to and from his peers. Results of this study show that learning disabled children emit and receive statements indicating hostility and rejection. The learning disabled speak in a nastier manner and are more

likely to ignore interpersonal initiations from their peers than their nondisabled peers. From the results of this study it is possible to say that the learning disabled child is likely to experience a social life within the classroom which is considerably more hostile and rejecting than his nondisabled counterpart.

Although LD individuals seem to understand what is acceptable behavior in our society (Ackerman, Elardo, & Dykman, 1979), they have problems, or a cognitive skill deficit, in choosing social behaviors that they actually plan to use. In studies asking LD individuals to choose which of several behaviors they would actually use as opposed to behaviors they should use, LD individuals were found to be significantly more likely than their peers to choose less socially acceptable responses (J. Bryan, Sonnefeld & Greenberg, 1981; T. Bryan, Werner & Pearl, 1982; Pearl, Donahue, & T. Bryan, 1983).

In another related study, when LD adolescents were asked to specify how they would solve social problems and behave in particular situations, a task which required them to name alternative behaviors, identify the consequences for each alternative, and specify how they would react to each consequence, the learning disabled sample performed significantly fewer components of this problem solving skill than their peers (Schumaker, Hazel, Sherman, & Sheldon, 1982). Bruno (1981) also found LD

children to be less capable of predicting consequences for behaviors than their peers.

Another cognitive social skill deficit that appears in learning disabled individuals is their inability to discriminate social cues. Results from several studies show that LD children's performance on social inference tasks is significantly worse than that of their non-LD peers. They are less able to interpret cues like facial expressions, motor actions, and voice tone (Axelrod, 1982; Bruno, 1981; T. Bryan, 1977). In addition, LD boys are less likely than non-LD peers to adjust their communication to the age of the listener (T. Bryan & Pflaum, 1978) and to the power of or intimacy with the listener (Donahue, 1981).

A third cognitive skill in which LD individuals have demonstrated deficiencies is the role-taking skill, which has been defined as the ability to "understand and take into account the thoughts and feelings of another individual as distinct from one's own" (Bruck & Herbert, 1982). A review of studies shows LD individuals to perform significantly poorer than peers on role-taking tasks (Dickstein & Warren, 1980; Horowitz, 1981; Wong & Wong, 1980). A careful reading of Lerner's (1976) description of a social deficit suggests that she is actually describing a deficit in the area of role-taking skill, "the ability to take the position of another person and thereby infer his perspective," perhaps one of the "major means by which one



person comes to know and understand another person" (Shantz, 1975, p. 7). Evidence with normal children clearly demonstrates that role-taking skills are related to social behavior.

A review of research also reveals a number of overt behaviors, or verbal and nonverbal components of a social performance, that appear consistently lacking in learning disabled individuals. In the nonverbal skill area, LD individuals appear to exhibit deficits in such skills as smiling while talking (J. Bryan & Sherman, 1980), hand illustrations while talking (J. Bryan, Sherman, & Fisher, 1980), and forward body lean (Raskind, Drew, & Regan, 1983).

A wide variety of verbal behaviors that can be classified as conversational skills have been identified as deficits in the LD population. Such behaviors as asking questions in general (T. Bryan, Donahue, Pearl, & Sturm, 1981) asking process questions, and making requests have been found deficient in the learning disabled. LD individuals also seem to have difficulty accurately and fully communicating information to others (Noel, 1980; Speckman, 1981). In addition, their statements are less complex than their peers' (Donahue, Pearl, & T. Bryan, 1982). Research also indicates that learning disabled individuals have deficits in the areas of: making positive statements, conversational statements, and self-disclosing

statements (Smiley & T. Bryan, 1983).

Another overt social behavior deficit occurs in conflictual situations. Researchers have found that learning disabled individuals disagree and argue less than their nondisabled peers (T. Bryan, Donahue, & Pearl, 1981). This may be because they lack the skills of persuasion, negotiation, resistance to peer pressure, and explaining a problem (T. Bryan et al., 1981; Schumaker et al., 1982; Mathews et al., 1982). LD individuals also have difficulty with the skills of giving and accepting criticism (Mathews et al., 1982).

In addition to these deficits, some behavioral excesses appear to be present in LD individuals. They make significantly more negative comments/statements (Smiley & T. Bryan, 1983) and competitive statements (T. Bryan, Wheeler, Felcan, & Henek, 1976) than their non-LD peers. Although there is conflicting evidence on whether they make more rejection statements than peers (T. Bryan & J. Bryan, 1978; T. Bryan et al., 1976), there is some evidence that they receive more rejection statements than peers, and there is also evidence that rejection statements are negatively related to peer popularity (T. Bryan & J. Bryan, 1978).

Research has also addressed, to a small degree, the issue of LD individuals' skill deficits versus performance deficits. In one study, J. Bryan, Sherman, and Fisher

(1980) investigated this by telling half of the subjects (the "ingratiation" group) to "make the lady like you" and the other half of the subjects (the "natural" group) to "act natural." The children in the ingratiation group were found to smile significantly more than their counterparts in the natural group. Since smiling is a behavior in which learning disabled children have been found to exhibit deficits, this study indicates that LD children can smile; they just may not be motivated to smile or to try to make people like them. \* Pearl, T. Bryan, and Donahue (1983) suggest that LD individuals' feelings of incompetence might cause them not to use social skills even though the skills are present in their repertoires. Another factor which may be related is the complexity of a social skill. For instance, the absence of a simple social skill like smiling might represent a performance deficit whereas the absence of a complex social skill like suggesting a compromise might represent a cognitive skill deficit.

( From a review of research on the social skills of learning disabled individuals it becomes apparent that most LD children need specific and conscious training to develop social skills. In an article on intervention, LeGreca and Mesibov (1979) suggested 8 areas of social behavior that contribute to positive peer relationships which, therefore, may serve as the basis for skills training programs. These areas include: (1) smiling and laughing with peers (that

is, showing some pleasure and enjoyment of social interactions), (2) greeting others, (3) joining on-going peer activities, as well as responding positively when others ask the child to join in, (4) extending invitations to peers to engage in mutual activities, as well as positively acknowledging invitations from other children, (5) conversational skills, which include asking questions, talking about interests, taking turns at talking and listening, and sticking to the topic of conversation, (6) sharing and cooperation skills, such as sharing materials with others, deciding fairly "who goes first", and taking turns, (7) verbal affection or complimenting other children, and (8) physical grooming and appearance. This last area, physical grooming and appearance, is not strictly an interaction skill. However, considerable research has suggested that physical appearance is an important contributor to peer acceptance, and children can be taught to improve their grooming and physical appearance. If children are inhibited by the physical appearance of another child, no amount of skills training will be likely to improve the child's peer interaction.

↳ In summary, on the average, LD individuals exhibit deficits in many of the social behaviors given above: they tend to choose less socially acceptable behaviors for use in specifically named situations; they are less able to predict consequences for behaviors; they misinterpret

social cues; they are less likely to adapt their behavior to the characteristics of their listener; they perform certain appropriate verbal and nonverbal skills at significantly lower levels than their peers; and they perform certain inappropriate skills at significantly higher levels than their peers.

The eight skill areas identified by LeGreca and Mesibov (1979) may provide a starting place for the assessment and training of social skills. In order to design prescriptive programs for social intervention with learning disabled children, the target children should be assessed in each of these eight areas, and intervention focused on the areas that present the most difficulty.

#### THE UNDERLYING CAUSE

Many share with Kronick (1981) the conclusion that in spite of academic remediation, many LD children exhibit "a quality of social ineptitude and imperviousness" which is not explained by secondary emotional problems or experiences related to academic difficulties. While it is well established that learning disabled children have difficulty achieving social acceptance the reasons for their problems in this area remain unclear.

One hypothesis is that learning disabled children appear to be insensitive because they fail to correctly interpret social and emotional cues. The ability to immediately identify, recognize, and interpret the meaning

and significance of the behavior of others is referred to as social perception (Johnson & Myklebust, 1967).

Clinical observations of learning disabled children indicate that frequently their ability to interpret social messages is deficient (Johnson & Myklebust, 1967; Lerner, 1981). This position has gained additional support through a number of empirical investigations (Bachara, 1976; Bruno, 1981; Bryan, 1977). Collectively, the above researchers have found that learning disabled students perform more poorly than their nondisabled peers on tasks requiring the interpretation of displayed emotions.

Another explanation for learning disabled individuals' difficulty in achieving social acceptance is that there are personality traits which elicit rejection and acceptance among children (T. Bryan, 1976). If children find certain characteristics more or less desirable than other traits, it may be that learning disabled children manifest those personality characteristics less attractive to other children. It may also be that to some extent these personality characteristics are situation specific. For example, school failure may produce feelings of anxiety and expressions of self-negation. A child who is anxiety ridden and says negative things about himself may be less desirable to have as a friend.

The factors which relate to rejection might also be involved in the child's school difficulties. If the child

fails to pay attention to what letters look like or sounds sound like, he may also fail to pay attention to the affective states of others. Kronick (1981) suggests that a major contributor to learning disabled individuals' poor social perceptions is a deficit in visual/spatial processing. X Youth who are poor visual/spatial processors or those with short interest spans may not notice the body language that clarifies verbal language, and may not process the visible body language that suggests lying, sarcasm, humor, doubt, distrust, disgust, pain, and so on.

The disturbances that some LD persons experience in the processing of affect and of the body in space may create distortions in comprehension. Such a child may cringe at an arm coming toward him, though the intent was a hug. He may not recognize silence and its accompanying body language that conveys irritation, impatience or a wish to be left alone. The learning disabled person who has not noticed others' facial and body expressions will lack models on which to mold his own body language. The person who does not notice a great deal of his visual/spatial world may not be aware or process the cues - from clothing and other accouterments, grooming, furnishing, and use of space - that signify age, social class, financial status, emotional state, vocation and rank.

Bryan, Sherman, and Fisher (1980) found that learning disabled children use less face-to-face behavior when

talking. This caused peers and groups of mothers to view the LD children as less adaptable and more socially hostile than controls. The poor use of eye contact may cause others to view the LD individual as untruthful, unaffectionate and untrustworthy.

The learning disabled individual's linguistic competence may have a direct effect on his social skills. Bryan and Pflaum (1978) found that LD children, because of their linguistic limitations, appeared less able than controls to take the perspective of their interactors into account when formulating messages. The researchers felt that the LD children failed to differentiate informative from uninformative messages; but, more important, the LD children failed to understand what the role of the listener entails - that is, that conversational rules obligate listeners to take responsibility for initiating the repair of communicative breakdown.

A final explanation for social skills deficits in learning disabled individuals lies with impaired selective attention. Kronick cites Warr and Knapper (1968, p. 17) in describing the importance of selective attention in social processing: "It is manifest that in making judgments of our physical or social environment we do not process all of the information available to us. Indeed, we probably learn to select only certain aspects of other people (and



events)...(and to discard less relevant stimulus information...There needs to be) some form of 'input selector' which governs the information which is in fact processed...Some aspects of the stimulus will be sufficiently salient to warrant selection, whereas others will not be noticed."

The learning disabled person who attends to extraneous rather than salient features of interaction - be they visual, spatial, or auditory - or who fails to make speedy shifts from subordinate to dominant as social cues change will be socially inappropriate. The person with a short interest span will fail to notice some social modeling.

Bryan and Sherman (1980) found that the negative perception adults had of learning disabled children accrued from their briefness of gaze and smiling behavior. Bryan (1979) reported that LD males and nondisabled males were equally likely to model prosocial behavior but that the LD boys had greater difficulty in remembering the actions and words of the models. Bryan comments: "In no study did the results support the stereotype of learning disabled children as hyperactive, emotionally labile, or disruptive. Rather, the results find differences between LD and nondisabled children fall into categories related to attention.

## CHAPTER III

### METHODOLOGY

The purpose of this study was to identify the social skills scope and sequence for an intermediate learning disabilities curriculum. One prerequisite for curriculum development is adequate assessment of existing skills. The procedure followed by this researcher to assess social skills is detailed here.

This project was conducted in the Omaha Public School District during the spring of 1985. Permission to research social skills deficits of learning disabled students in this school system was obtained by this researcher from the Assistant Superintendent of Special Education Services prior to formulation of the project proposal.

### SUBJECTS

One-hundred thirty-eight children in fourth, fifth and sixth grades were identified as learning disabled by the special education staff in the Omaha school district. Children defined as LD are those who evidence an academic deficit sufficient to warrant the services of a learning disability teacher, who have intelligence quotient in the normal range, and who do not have physical, sensory, or primary emotional problems.

From those children identified as LD a selection was made of forty-two students who are mainstreamed into regular classrooms for twenty-five percent (or more) of the day. Included in the group were twenty-five white males, seven white females and ten black males. Eight of the students were in fourth grade, twenty were in fifth grade, and fourteen were in sixth grade. The mean full-scale I.Q. score for subjects was 88, with a range of 74 to 121. Mean I.Q. was derived by collecting full scale I.Q. scores from the students' school records of the most recently administered WISC-R and calculating an average. Subjects' average level of functioning in their mainstreamed academic classes was "3", or satisfactory on a scale of 1 to 5, as measured by the classroom teachers.

#### INSTRUMENT AND PROCEDURE

A number of researchers have utilized behavioral rating scales to measure LD individuals' use of certain behaviors and the impressions they make on significant others (teachers, parents, peers). Usually, rating scales list several behaviors or descriptive items, and the respondent is asked to indicate how well a specific person emits each behavior or fits each description.

The major advantage of rating scales is that they provide a relatively quick and easy method for assessing skills and a measure of how individuals impact significant others in their lives. From responses to such a scale,

target behaviors can be chosen for intervention.

For the purpose of this research the scale determined to be most inclusive, and specific in terms of social skills, was the Teacher Skill Checklist from Skillstreaming the Elementary School Child developed by McGinnis, Goldstein, Sprafkin and Gershaw (1984).

The Teacher Skill Checklist (Appendix B) was revised to eliminate a "problem situation" portion of each item that would have required the respondent to identify situations in which social skill use is particularly problematic. It was felt that this characteristic of the checklist might make its completion seem an overwhelming task, thereby jeopardizing the number of responses available.

The Teacher Skill Checklist was completed by the classroom teacher with which each student is mainstreamed. It required the teacher to respond to descriptions of sixty social skills in terms of the frequency of a particular LD student's use of the skill. The instrument is based on a five point Likert rating scale, yielding a numerical proficiency value for each skill.

A cover letter designed to explain the purpose of the study and enlist the participation of classroom teachers was developed and attached to each survey (Appendix A).

A total of twenty-eight classroom teachers from nine schools participated in this study. The purpose of the

study was explained to learning disabilities teachers whose students were included in the study at a learning disabilities staff meeting by the supervisor of LD programs for the district. The LD teachers then conveyed this information and distributed the survey instrument to classroom teachers in their individual buildings. Learning disabilities teachers were responsible for the collection and return of the surveys to the LD supervisor within a two week time frame.

Upon receiving the surveys, classroom teacher ratings were tallied for each of the sixty items included on the checklist. The tallies were then converted into percentages to reveal LD students' percentage of performance of each social skill.

The percentages were calculated by item as well as for each skill group identified by McGinnis et al., as follows: Group I. Classroom Survival Skills (items 1-13); Group II. Friendship Making Skills (items 14-25); Group III. Skills for Dealing with Feelings (items 26-35); Group IV. Skill Alternatives to Aggression (items 36-44); and Group V. Skills for Dealing with Stress (items 45-60).

The identification of students' performance percentages facilitated the establishment of levels of skill deficiency which in turn - as described in Chapter 5 - dictated the sequence for social skills instruction.

## CHAPTER IV

## PRESENTATION OF DATA

In this study, the Teacher Skill Checklist developed by McGinnis et al., (1984), was used to assess the proficiency of intermediate LD students in the use of sixty social skills. The skills included in the checklist are those believed to be related to a child's social competence (Spivak & Shure, 1974); those suggested by research to be related to peer acceptance (Mesibov & LeGreca, 1981); positive teacher attention, and academic success (Cartledge & Milburn, 1980); and those social skills likely to provide effective performance and personal satisfaction in the student's natural environment (Goldstein, Sprafkin, Gershaw, & Klein, 1980).

The sixty social skills are divided into the following five skill groups: (1) Classroom Survival Skills; (2) Friendship-Making Skills; (3) Skills for Dealing with Feelings; (4) Skill Alternatives to Aggression; and (5) Skills for Dealing with Stress.

The results of classroom teacher ratings are shown as percentages in Tables I through V, which represent the items included in each above mentioned skill group. For the purpose of this study, percentages have been combined for ratings of 1 (the child is almost never good at using

the skill), and 2 (the child is seldom good at using the skill), as well as for ratings of 4 (the child is often good at using the skill), and 5 (the child is almost always good at using the skill).

The assumption with a rating of 1 or 2 is that the student exhibits a "skill deficit" inasmuch as the skill being rated is not present in his/her cognitive or behavioral repertoire.

With a rating of 3 (the child is sometimes good at using the skill), this researcher assumes the student exhibits a "performance deficit" which appears when the skill is present in an individual's repertoire but is not performed consistently.

Mastery of the social skill is assumed by the researcher if a student receives a rating of 4 or 5.

In analyzing the ratings of LD students' social skills, those items on which twenty-five percent or more of the sample received a rating of 1 or 2 were identified as necessary components for inclusion in a social skills curriculum.

Twenty-five percent of the forty-two students rated represents eleven students. Based on experience in the field of learning disabilities, and research in the area of social skills intervention, it is an impression of this researcher that 25 percent of the sample is a large enough population to necessitate intervention.

Table I presents teacher ratings of LD students' Classroom Survival Skills. On twelve of the thirteen items 25 percent or more students exhibit a skill deficit. A performance deficit is exhibited by 25 percent or more of the sample on nine of the thirteen items.

Friendship Making Skills represented in Table II contain skill deficits in six of the twelve items. Twenty-five percent or more of the sample display performance deficits in seven of the thirteen items.

Table III presents ratings of students' Skills for Dealing with Feelings, which include ten items. Twenty-five percent or more of the sample exhibit skill deficits in five skills, and performance deficits are noted in seven skills.

Skill Alternatives to Aggression include nine skills represented in Table IV. Two skill deficits are displayed by 25 percent or more of the sample while eight performance deficits appear.

Table V presents ratings for the sixteen social skills included in Skills for Dealing with Stress. Twenty-five percent or more of the sample display skill deficits in six of these skills. Performance deficits are exhibited by 25 percent or more of the sample in nine of the sixteen skills.

In summary, 25 percent or more of the students in this



sample exhibit skill deficits (having received a rating of 1 or 2) in thirty-one of sixty social skills.

Twenty-five percent or more of the sample exhibit performance deficits (having received a rating of 3) on forty of sixty social skills.

Finally, in four of the sixty social skills rated, 75 percent or more of the sample achieved skill mastery. This occurred on items 51, 54, 58, and 60, all included in the group of Skills for Dealing with Stress.

TABLE I  
CLASSROOM SURVIVAL SKILLS  
Rating By Classroom Teachers  
(as shown by percentages)

ITEM NO.	1 & 2	3	4 & 5
1	25.0	19.4	55.5
2	28.9	31.6	39.5
3	25.7	28.6	45.7
4	23.7	15.8	60.5
5	36.8	26.3	36.8
6	26.3	26.9	47.4
7	41.0	25.6	33.3
8	56.7	10.8	32.4
9	35.3	35.3	29.4
10	37.8	16.2	45.9
11	26.5	29.4	44.1
12	33.3	27.8	38.9
13	33.4	46.7	20.0

TABLE II  
FRIENDSHIP MAKING SKILLS  
Rating By Classroom Teachers  
(as shown by percentages)

ITEM NO.	1 & 2	3	4 & 5
14	54.8	32.3	13.0
15	20.6	41.2	38.3
16	29.4	26.5	44.2
17	29.4	35.3	35.3
18	11.7	17.6	70.6
19	15.2	24.2	60.6
20	42.4	24.2	33.3
21	39.4	27.3	33.4
22	12.1	27.3	60.7
23	44.1	41.2	14.7
24	15.1	24.2	42.4
25	21.2	18.2	45.5

TABLE III  
 SKILLS FOR DEALING WITH FEELINGS  
 Rating By Classroom Teachers  
 (as shown by percentages)

ITEM NO.	1 & 2	3	4 & 5
26	33.3	30.3	36.4
27	21.3	36.4	42.4
28	33.4	30.3	36.3
29	24.2	36.4	39.4
30	22.9	22.9	54.3
31	22.6	29.0	48.4
32	21.9	34.4	43.8
33	26.7	13.3	60.0
34	32.1	32.1	35.7
35	28.6	21.4	50.0

TABLE IV  
 SKILL ALTERNATIVES TO AGGRESSION  
 Rating By Classroom Teachers  
 (as shown by percentages)

ITEM NO.	1 & 2	3	4 & 5
36	16.1	41.9	41.9
37	11.5	20.0	68.5
38	16.7	36.7	46.7
39	19.4	35.5	45.1
40	17.2	34.5	48.3
41	29.0	41.9	29.0
42	20.0	26.7	53.3
43	27.2	51.7	31.0
44	13.8	31.0	55.1

TABLE V  
SKILLS FOR DEALING WITH STRESS

Rating By Classroom Teachers  
(as shown by percentages)

ITEM NO.	1 & 2	3	4 & 5
45	37.1	20.0	42.8
46	26.7	43.3	30.0
47	29.0	22.6	48.4
48	13.8	34.5	51.7
49	0	28.6	71.4
50	15.1	21.2	63.6
51	6.7	16.7	76.7
52	21.9	43.8	34.4
53	36.4	33.3	30.3
54	0	24.2	75.8
55	15.6	28.1	56.3
56	25.8	35.5	38.7
57	41.4	27.6	31.0
58	9.1	6.1	84.8
59	14.7	32.4	52.9
60	6.5	16.1	77.5

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## SUMMARY

Currently in the Omaha Public School District there is no LD curriculum for the remediation of social skills deficits. Consequently, social skills training is not systematically included in the educational planning for most LD individuals.

The purpose of this study was to identify the social skills scope and sequence for an intermediate learning disabilities curriculum.

A necessary prerequisite for curriculum development was assessment of existing social skills in intermediate LD students.

For this assessment, the Teacher Skill Checklist developed by McGinnis et al., (1984), (Appendix B) was completed by classroom teachers of forty-two mainstreamed LD students. The results of teacher ratings were tallied and converted to percentages. Those skills on which twenty-five percent or more of the sample received a rating of 1 (the child is almost never good at using the skill), or 2 (the child is seldom good at using the skill) were considered as skill deficits, and therefore necessary components of the scope and sequence in a social skills curriculum.

Skill deficits were identified in thirty-one of the sixty social skills included in the checklist. Twelve deficits were identified in the category of 'Classroom Survival Skills'; six deficits were identified in the category of 'Friendship Making Skills'; five deficits were identified in the category of 'Skills for Dealing with Feelings'; two deficits were identified in the category of 'Skill Alternatives to Aggression'; and in the category of 'Skills for Dealing with Stress', six skill deficits were identified.

#### CONCLUSIONS

The following social skills scope and sequence chart outlines the thirty-one social skills deficits identified by this study which are assumed to be those skills that should be addressed in a curriculum.

The skills are presented in sequence from those skill deficits exhibited by the largest percentage of the sample (56.7), to those exhibited by a minimum of 25 percent of the sample. It seems logical that the skill deficits receiving the highest percentages should receive priority in a curriculum sequence.

SOCIAL SKILLS SCOPE AND SEQUENCE  
FOR INTERMEDIATE LD STUDENTS

<u>Checklist Item No.</u>		<u>Percentage Of Sample Receiving Deficit Rating</u>
8	1. Offering Help to an Adult	56.7
14	2. Introducing Yourself	54.8
23	3. Suggesting an Activity	44.1
20	4. Offering Help to a Classmate	42.4
57	5. Dealing with Group Pressure	41.4
7	6. Contributing to Discussions	41.0
21	7. Giving a Compliment	39.4
10	8. Ignoring Distractions	37.8
45	9. Dealing with Boredom	37.1
5	10. Following Instructions	36.8
53	11. Reacting to Failure (learning from mistakes)	36.4
9	12. Asking a Question (knowing how and when)	35.3
13	13. Setting a Goal	33.4
28	14. Recognizing Another's Feelings	33.4
12	15. Deciding on Something to Do	33.3
26	16. Knowing Your (own) Feelings	33.3
34	17. Dealing With Fear	32.1
16	18. Ending a Conversation	29.4
17	19. Joining In (an ongoing activity or group)	29.4
41	20. Problem Solving (choosing an alternative)	29.0
47	21. Making a Complaint	29.0
2	22. Asking for Help	28.9
35	23. Rewarding Yourself	28.6
43	24. Dealing with an Accusation	27.2
33	25. Expressing Affection	26.7
46	26. Deciding What Caused a Problem	26.7
11	27. Making Corrections (without getting frustrated)	26.5
6	28. Completing Assignments	26.3
56	29. Relaxing	25.8
3	30. Saying Thank You	25.7
1	31. Listening	25.0

The findings of this study appear consistent with results of research in the area of LD individuals' social skill deficits. Many of the skill deficits identified by classroom teachers involve those cognitive and overt behaviors discussed in Chapter II of this study. For instance, LD individuals' cognitive deficits in discriminating social cues and in role-taking abilities could account for their low ratings by classroom teachers on items such as offering help to an adult or classmate, recognizing feelings of self and others, ending a conversation, expressing affection or deciding what caused a problem.

Deficits in overt social skills such as conversational skills, and skills in conflictual situations are represented by low teacher ratings of LD students on items such as introducing oneself, contributing to discussions, asking a question, dealing with group pressure, or dealing with an accusation.

The skill deficits identified by this study appear to fall fairly evenly within the two areas of cognitive and overt social skills.

Also worthy of attention is the large number of items (40 of 60) on which 25 percent or more of the sample received a rating of 3, (the child is sometimes good at using this skill), indicating a performance deficit. As defined in Chapters II and IV, a performance deficit occurs



when the skill is present in an individual's repertoire but is not performed consistently. Whereas a skill deficit requires instruction and an opportunity to practice use of the skill, a performance deficit requires motivation, either internal or external, to encourage use of the skill. It appears, from the results of this study, that the majority of LD individuals need motivation in their use of social skills.

Finally, it is interesting to note that the four items on which 75 percent or more of the sample were rated as often or always using a particular social skill all occurred in the group classified as Skills for Dealing with Stress. The social skills of dealing with being left out, accepting no, dealing with wanting something that isn't mine, and being honest (when confronted with a negative action), although desirable skills, may represent more passive behavior, as opposed to assertive skills such as joining in, giving a compliment or offering help, in which LD individuals appear deficient.

The observation can be made that the LD person's acquisition and use of social skills is directly related to his/her perception of "self", as a passive or active participant in the world around him. It is the contention of this researcher that the LD individual's perception can be altered through social skills training.

## RECOMMENDATIONS

The instructional interventions which have been used to facilitate social skill acquisition for skill-deficient individuals include primarily four types of instructional procedures: descriptive procedures, modeling procedures, rehearsal procedures, and feedback procedures. An excellent manual for planning and implementing social skills instruction using these procedures can be found in Skillstreaming the Elementary School Child, A Guide For Teaching Prosocial Skills by Ellen McGinnis and Arnold Goldstein, (1984).

Descriptive procedures are primarily oral techniques whereby a teacher describes how to perform a skill appropriately. Descriptions may include one or more of the following: a definition of the skill, rationales (motivational reasons) for using the skill, the general characteristics of situations as well as examples of specific situations where a skill can be used, descriptions of the behavioral steps involved in using the skill, and a presentation of the societal rules regulating use of the skill.

Modeling procedures involve a demonstration of the social skill. Skill performance can be illustrated live or by film, audiotape, or pictorial models. For a comprehensive listing of available materials for use in social skills instruction, see Appendix C.

The purpose of modeling is to give the learner an accurate sequential representation of all the behavioral components of a social skill. Modeling may also include a representation of the cognitive processes involved in a skill if the person giving the demonstration "thinks aloud" while performing the skill.

Rehearsal and feedback procedures have typically been used together. Rehearsal may include verbal rehearsal of required skill steps to ensure that the individual has memorized the steps in sequence and can instruct him/herself in what to do next. It can also include structured practice (e.g., role-playing activities) whereby the learner attempts to perform the skill. Following either type of rehearsal, the learner typically receives feedback on his/her performance from the instructor or other learners. Such feedback informs the learner what steps he/she performed well and which behaviors need improvement. In some feedback procedures, verbal feedback has been provided in conjunction with videotaped replays of the individual's performance. Sometimes, a mastery criterion requiring a specified performance level by each learner is integrated with the rehearsal and feedback procedures. Thus, learners must master the skill at this level before being allowed to proceed to another skill.

A variety of procedures have been used to improve the social skills performance of LD individuals. The

procedures chosen to remediate this kind of deficit usually focus on increasing the individual's motivation to perform a social skill.

One technique that can be useful for eliminating performance deficits and behavioral excesses is the manipulation of antecedent and consequent events associated with the target social behavior. This technique focuses on changing environmental events in an attempt to increase the probability of future occurrence of appropriate social behaviors while decreasing the probability of occurrence of inappropriate behaviors.

Other techniques that have been employed to increase the use of appropriate social skills and decrease the use of inappropriate social behaviors are the delivery or the withholding of particular consequences contingent upon the occurrence of social responses. If an appropriate social behavior occurs, reinforcement is delivered. In contrast, if an inappropriate behavior occurs, reinforcement is withheld or punishment is applied.

Another type of contingency management approach involves the application of group contingencies to modify the social behavior of one or all members of a group. Using this approach, rewards for the whole group are contingent upon a specific level of social skill performance by certain members of the group or by all members.

Home-based contingency management systems have also been applied to change social behavior. Typically, such an approach involves some type of home-school communication requiring the teacher(s) to record the child's social behavior during the day. The child carries this record home and receives reinforcement at home dependent upon the recorded behavior at school.

According to some authors, the critical feature behind LD individuals' social competence is whether they become internally motivated to use and avoid certain social behaviors. At this time, it is unclear whether the application of external contingencies or the arrangement of antecedent events can change LD individuals' internal motivation to perform social behaviors over long periods of time. Additional research is needed to examine these issues.

In light of the apparent social skills deficits in the intermediate learning disabled population within the Omaha Public School District, the following recommendations are made:

1. An effort to identify LD students in need of social skills training should be made. Use of the Teacher Skill Checklist or classroom teacher nomination would facilitate identification.

2. Levels of skill deficiency should be established by use of the Checklist, or other assessment procedure.

3. Social skills training groups should be formed which consist of students who share deficiencies in specific skills or skill areas.

4. The optimal group size for effective teaching is five to eight students and two teachers (McGinnis, 1984).

5. In OPS learning disabilities classrooms, the skill groups should be taught by the LD classroom teacher and his/her aide, or by the building Resource teacher and an available aide.

6. The aforementioned procedures and the scope and sequence developed during this project may be beneficial, but are not all-inclusive. Student needs should dictate the skills to be taught.

7. Finally, assessment of student progress is essential during participation in social skills training. The trainer needs to define what is to be accomplished for each student and then to evaluate the degree to which objectives are reached.

#### CONCLUDING STATEMENTS

The results of this study are offered as an attempt to aid in the understanding and remediation of LD students' social skills deficits.

It is hoped that this study will serve a useful purpose by adding to the research within the area of social skills training, as it pertains to learning disabled students.

## REFERENCES

- Ackerman, P. T., & Dykman, R. A. (1979). A psychosocial study of hyperactive and learning disabled boys. Journal of Abnormal Child Psychology, 7, 91-99.
- Adelman, H. & Taylor, L. (1982). Enhancing the motivation and skills needed to overcome interpersonal problems. Learning Disability Quarterly, 5, 438-446.
- Axelrod, L. (1982). Social perception in learning disabled adolescents. Journal of Learning Disabilities, 15, 610-613.
- Bachara, G. (1976). Empathy in learning disabled children. Perceptual and Motor Skills, 43, 541-542.
- Badian, N., & Ghublikian, M. (1983). The personal social characteristics of children with poor mathematical computation skills. Journal of Learning Disabilities, 16, 154-157.
- Blalock, J. (1982). Persistent auditory language deficits in adults with learning disabilities. Journal of Learning Disabilities, 15, 604-609.
- Bruck, M., & Herbert, M. (1982). Correlates of learning disabled students' peer-interaction patterns. Learning Disability Quarterly, 5, 353-362.
- Bruno, R. M. (1981). Interpretation of pictorially presented social situations by learning disabled and normal children. Journal of Learning Disabilities, 14, 350-352.
- Bryan, J. H. & Perlmutter, B. (1979). Immediate impressions of LD children by female adults. Learning Disability Quarterly, 2(1) 80-88.

- Bryan, J. H. & Sherman, R. (1980). Immediate impressions of nonverbal ingratiation attempts by learning disabled boys. Learning Disability Quarterly, 3(2), 19-28.
- Bryan, J. H., Serman, R., & Fisher, A. (1980). Learning disabled boys' nonverbal behaviors within a dyadic interview. Learning Disability Quarterly, 4, 170-179.
- Bryan, J. H., Sonnefeld, L. J., & Greenberg, F. Z. (1981). Children's and parents' views of ingratiation tactics. Learning Disability Quarterly, 4, 170-179.
- Bryan, T. H. (1974). An observational study of classroom behaviors of children with learning disabilities. Journal of Learning Disabilities, 7, 621-625.
- Bryan, T. H. (1974). Peer popularity of learning disabled children. Journal of Learning Disabilities, 7, 26-34.
- Bryan, T. H. (1976). Peer popularity of learning disabled children: A replication. Journal of Learning Disabilities, 9, 307-311.
- Bryan, T. H. (1977). Learning disabled children's comprehension of nonverbal communication. Journal of Learning Disabilities, 10, 501-506.
- Bryan, T. H., & Bryan J. H. (1978). Social interactions of learning disabled children. Learning Disability Quarterly, 1(1), 33-38.
- Bryan, T. H., Donahue, J., Pearl, R., & Sturm, C. (1981). Learning disabled children's conversational skills - the "T.V. talk show." Learning Disability Quarterly, 4, 250-259.
- Bryan, T. H., & Pflaum, S. (1978). Social interactions of learning disabled children: A linguistic, social, and cognitive analysis. Learning Disability Quarterly, 1(3), 70-79.



- Bryan, T. H., Werner, M., & Pearl, R. (1982). Learning disabled students' conformity responses to prosocial and antisocial situations. Learning Disability Quarterly, 5, 344-352.
- Bryan, T. H., Wheeler, R., Felcan, J., & Henek, T. (1976). "Come on dummy": An observational study of children's communications. Journal of Learning Disabilities, 9, 661-669.
- Cartledge, G., & Milburn, J. F. (1980). Teaching social skills to children. New York: Pergamon Press.
- Deshler, D. D., & Schumaker, J. B. (1983). Social skills of learning disabled adolescents: Characteristics and intervention. Topics in Learning and Learning Disabilities, 3(2), 15-23.
- Dickstein, E. B., & Warren, D. R. (1980). Role-taking deficits in learning disabled children. Journal of Learning Disabilities, 13, 378-382.
- Donahue, M. L. (1981). Requesting strategies of learning disabled children. Applied Psycholinguistics, 4, 251-278.
- Donahue, M. L. & Bryan, T. (1983). Conversational skills and modeling in learning disabled boys. Applied Psycholinguistics, 2, 213-234.
- Donahue, M., Pearl, R., & Bryan, T. (1982). Learning disabled children's syntactic proficiency during a communicative task. Journal of Speech and Hearing Disorders, 47, 397-403.
- Goldstein, A. P., Sprafkin, R. P., Gershaw, N. U., & Klein, P. (1980). Skillstreaming the adolescents: A structured learning approach to teaching prosocial skills. Champaign IL.: Research Press.
- Gottlieb, J. (1974). Social acceptability of retarded children in nongraded schools differing in architecture. American Journal of Mental Deficiency, 76, 412-417.

- Gresham, F. M. (1981). Social skills training with handicapped children: A review. Review of Education Research, 59, 139-176.
- Horowitz, E. C. (1981). Popularity, decentering ability and role-taking skills in learning disabled and normal children. Learning Disability Quarterly, 4, 223-230.
- Iano R., Ayres, D., Heller, H., McGettigan, J., Walker, V. (1974). Sociometric status of retarded children in an integrative program. Exceptional Children, 40, 267-271.
- Johnson, D. & Myklebust, H. Learning disabilities: Educational principles and practices. New York: Grune and Stratton, 1967.
- Kronick, D. Social development of learning disabled persons. San Francisco: Jossey-Bass Publishers, 1981.
- LaGreca, A. M., & Mesibov, G. B. (1979). Social skills intervention with learning disabled children. Clinical Child Psychology, 8, 234-241.
- Lerner, J. W. Learning disabilities (3rd ed.). Boston: Houghton-Mifflin. 1981.
- Mathews, R., Whang, P., & Fawcett, S. (1982). Behavioral assessment of occupational skills of learning disabled adolescents. Journal of Learning Disabilities, 15, 38-41.
- McKinney, J. D., & Feagans, L (1983). Adaptive classroom behavior of learning disabled students. Annual Review of Learning Disabilities, 1, 72-79.
- Mesibov, G. B., & LeGreca, A. M. (1981). A social skills instructional module. The Directive Teacher, 6-7.
- McGinnis, E., & Goldstein, A. P. (1984). Skillstreaming the elementary school child. Champaign IL: Research Press.

- Nall, A. "Prescriptive Living," pp. 69-74 in J. Arena (ed.), The child with learning disabilities: His right to learn. San Rafael, CA: Academic Therapy Publications, 1971.
- Noel, M. M. (1980). Referential communication abilities of learning disabled children. Learning Disability Quarterly, 3, 70-75.
- Pearl, R., Bryan, T., & Donahue, M. (1983). Social behaviors of learning disabled children: A review. Topics in Learning Disabilities, 3(2), 1-14.
- Perlmutterer, B. F., Crocker, J., Cordray, D., & Garstecki, D. (1983). Sociometric status and related personality characteristics of mainstreamed learning disabled adolescents. Learning Disabilities Quarterly, 6, 20-30.
- Raskind, M. H., Drew, D. E., & Regan, J. D. (1983). Nonverbal communication signals in behavior disordered and non-disordered LD boys and NLD boys. Learning Disabilities Quarterly, 6, 12-19.
- Richardson, P., Royce, R. H. (1968). Social status of hearing impaired children in regular classrooms. Exceptional Children, 40, 336-342.
- Schumaker, J. B., & Ellis, E. (1982). Social skills training of LD adolescents: A generalization study. Learning Disability Quarterly, 5, 409-414.
- Schumaker, J. B., Hazel, J. S., Sherman, J. A., & Sheldon, J. (1982). Social skill performances of learning disabled, non-learning disabled and delinquent adolescents. Learning Disability Quarterly, 5, 388-397.
- Schumaker, J. B., Sheldon-Wildgen, J., & Sherman, J. A. (1980). An observational study of the academic and social behaviors of learning disabled adolescents in the regular classroom (Research Report No. 22). Lawrence, KS: The University of Kansas Institute for Research in Learning Disabilities.

- Schumaker, J. B., Hazel, J. S. (1984). Social skills assessment and training for the learning disabled: Who's on first and what's on second? Part 1. Journal of Learning Disabilities, 17, 422-431.
- Shantz, C. U. "The Development of Social Cognition." In E.M. Hetherington (ed.) Review of Child Development Research. Vol. 5. Chicago: University of Chicago Press, 1975.
- Spekman, N. J. (1981). Dyadic verbal communication abilities of learning disabled and normally achieving fourth- and fifth-grade boys. Learning Disability Quarterly, 4, 139-151.
- Spivak, G., & Shure, M. B. (1974). Social adjustment of young children: A cognitive approach to solving real-life problems. San Francisco: Jossey-Bass.
- Warr, P. B., & Knapper, C. The perception of people and events. N.Y. Wiley, 1968.
- White, W. J., Schumaker, J., Werner, M. M., Alley, G.R., & Deshler, D. D. (1980). The current status of young adults identified as learning disabled during their school career (Research Report No. 21). Lawrence, KS: University of Kansas Institute for Research in Learning Disabilities.
- Wong, B. Y. L., & Wong, R. (1980). Role-taking skills in normal achieving and learning disabled children. Learning Disability Quarterly, 3(2), 11-18.
- Ysseldyke, J. E., Algozzine, B., Richey, L., & Graden, J. (1982). Declaring students eligible for learning disability services. Learning Disabilities Quarterly, 5, 37-44.

## APPENDIX A

STUDENT NAME \_\_\_\_\_

BUILDING \_\_\_\_\_

Dear Classroom Teacher,

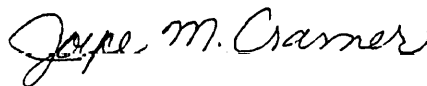
The attached checklist is part of a research project being conducted through the University of Nebraska at Omaha, to study social skill deficits of intermediate learning disabled students.

We are asking your time and careful consideration in completing it for the learning disabled student(s) mainstreamed into your classroom for twenty-five percent (or more) of the day.

Information from the checklist will be used to formulate a scope and sequence for a social skills curriculum for learning disabled students.

Your contribution to this project is greatly appreciated!

Joyce M. Cramer



Supervisor of Learning Disabilities Program

PLEASE RETURN COMPLETED CHECKLIST TO THE LD TEACHER IN YOUR BUILDING BY FEBRUARY 15.

## APPENDIX B

## TEACHER SKILL CHECKLIST

Student\_\_\_\_\_ Subject\_\_\_\_\_

Average grade in this subject\_\_\_\_\_

Date\_\_\_\_\_ Teacher\_\_\_\_\_

DIRECTIONS: Listed below you will find a number of skills that children are more or less proficient in using. For each child, rate his/her use of each skill, based on your observations of his/her behavior in various situations. Please rate the child on all skills listed.

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

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

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

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

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

1. Listening: Does the student appear to listen when someone is speaking and make an effort to understand what is said?

1 2 3 4 5



2. Asking for Help: Does the student decide when he/she needs assistance and ask for this help in a pleasant manner? 1 2 3 4 5
3. Saying Thank You: Does the student tell others he/she appreciates help given, favors, etc.? 1 2 3 4 5
4. Bringing Materials to Class: Does the student remember the books and materials he/she needs for class? 1 2 3 4 5
5. Following Instructions: Does the student understand instructions and follow them? 1 2 3 4 5
6. Completing Assignments: Does the student complete assignments at his/her independent academic level? 1 2 3 4 5
7. Contributing to Discussions: Does the student participate in class discussions in accordance with the classroom rules? 1 2 3 4 5
8. Offering Help to an Adult: Does the student offer to help you at appropriate times and in an appropriate manner? 1 2 3 4 5
9. Asking a Question: Does the student know how and when to ask a question of another person? 1 2 3 4 5
10. Ignoring Distractions: Does the student ignore classroom distractions? 1 2 3 4 5
11. Making Corrections: Does the student make the necessary corrections on assignments without getting overly frustrated? 1 2 3 4 5
12. Deciding on Something to Do: Does the student find something to do when he/she has free time? 1 2 3 4 5

13. Setting a Goal: Does the student set realistic goals for himself/herself and take the necessary steps to meet these goals? 1 2 3 4 5
14. Introducing Yourself: Does the student introduce himself/herself to people he/she doesn't know in an appropriate way? 1 2 3 4 5
15. Beginning a Conversation: Does the student know how and when to begin a conversation with another person? 1 2 3 4 5
16. Ending a Conversation: Does the student end a conversation when it's necessary and in an appropriate manner? 1 2 3 4 5
17. Joining In: Does the student know and practice acceptable ways of joining an ongoing activity or group? 1 2 3 4 5
18. Playing a Game: Does the student play games with classmates fairly? 1 2 3 4 5
19. Asking a Favor: Does the student know how to ask a favor of another person in a pleasant manner? 1 2 3 4 5
20. Offering Help to a Classmate: Can the student recognize when someone needs or wants assistance and offer this help? 1 2 3 4 5
21. Giving a Compliment: Does the student tell others that he/she likes something about them or something they have done? 1 2 3 4 5
22. Accepting a Compliment: Does the student accept these comments given by adults or his/her peers in a friendly way? 1 2 3 4 5

23. Suggesting an Activity: Does the student suggest appropriate activities to others? 1 2 3 4 5
24. Sharing: Is the student agreeable to sharing things with others, and if not, does he/she offer reasons why he/she can't in an acceptable manner? 1 2 3 4 5
25. Apologizing: Does the student tell others he/she is sorry for doing something in a sincere manner? 1 2 3 4 5
26. Knowing Your Feelings: Does the student identify feelings he/she is experiencing? 1 2 3 4 5
27. Expressing your feelings: Does the student express his/her feelings in acceptable ways? 1 2 3 4 5
28. Recognizing Another's Feelings: Does the student try to figure out how others are feeling in acceptable ways? 1 2 3 4 5
29. Showing Understanding of Another's Feelings: Does the student show understanding of others' feelings in acceptable ways? 1 2 3 4 5
30. Expressing Concern for Another: Does the student express concern for others in acceptable ways? 1 2 3 4 5
31. Dealing with Your Anger: Does the student use acceptable ways to express his/her anger? 1 2 3 4 5
32. Dealing with Another's Anger: Does the student try to understand another's anger without getting angry himself/herself? 1 2 3 4 5
33. Expressing Affection: Does the student let others know he/she cares about them in an acceptable manner? 1 2 3 4 5

34. Dealing with Fear: Does the student know why he/she is afraid and practice strategies to reduce this fear? 1 2 3 4 5
35. Rewarding Yourself: Does the student say and do nice things for himself/herself when a reward is deserved? 1 2 3 4 5
36. Using Self-Control: Does the student know and practice strategies to control his/her temper or excitement? 1 2 3 4 5
37. Asking Permission: Does the student know when and how to ask if he/she may do something? 1 2 3 4 5
38. Responding to Teasing: Does the student deal with being teased in ways that allow him/her to remain in control? 1 2 3 4 5
39. Avoiding Trouble: Does the student stay away from situations that may get him/her into trouble? 1 2 3 4 5
40. Staying Out of Fights: Does the student know of and practice socially appropriate ways of handling potential fights? 1 2 3 4 5
41. Problem Solving: When a problem occurs, does the student think of alternatives and choose an alternative, then evaluate how well this solved the problem? 1 2 3 4 5
42. Accepting Consequences: Does the student accept the consequences for his/her behavior without becoming defensive or upset? 1 2 3 4 5
43. Dealing with an Accusation: Does the student know of and practice ways to deal with being accused of something? 1 2 3 4 5
44. Negotiating: Is the student willing to give and take in order to reach a compromise? 1 2 3 4 5

45. Dealing with Boredom: Does the student select acceptable activities when he/she is bored? 1 2 3 4 5
46. Deciding What Caused a Problem: Does the student assess what caused a problem and accept the responsibility if appropriate? 1 2 3 4 5
47. Making a Complaint: Does the student know how to say that he/she disagrees in acceptable ways? 1 2 3 4 5
48. Answering a Complaint: Is the student willing to arrive at a fair solution to someone's justified complaint? 1 2 3 4 5
49. Dealing with Losing: Does the student accept losing at a game or activity without becoming upset or angry? 1 2 3 4 5
50. Showing Sportsmanship: Does the student express a sincere compliment to others about how they played the game? 1 2 3 4 5
51. Dealing with Being Left Out: Does the student deal with being left out of an activity without losing control? 1 2 3 4 5
52. Dealing with Embarrassment: Does the student know of things to do that help him/her feel less embarrassed or self-conscious? 1 2 3 4 5
53. Reacting to Failure: Does the student figure out the reason(s) for his/her failure, and how he/she can be more successful the next time? 1 2 3 4 5
54. Accepting No: Does the student accept being told no without becoming unduly upset or angry? 1 2 3 4 5

55. Saying No: Does the student say no in acceptable ways to things he/she doesn't want to do or to things that may get him/her into trouble? 1 2 3 4 5
56. Relaxing: Is the student able to relax when tense or upset? 1 2 3 4 5
57. Dealing with Group Pressure: Does the student decide what he/she wants to do when others pressure him/her to do something else? 1 2 3 4 5
58. Dealing with Wanting Something That isn't Mine: Does the student refrain from taking things that don't belong to him/her? 1 2 3 4 5
59. Making a Decision: Does the student make thoughtful choices? 1 2 3 4 5
60. Being Honest: Is the student honest when confronted with a negative action? 1 2 3 4 5

APPENDIX C

RESOURCE MATERIALS  
FOR TEACHING SOCIAL SKILLS

GAMES/GAME CONSTRUCTION

1. Let's Make Faces Game  
Elementary  
Trend Enterprises, Inc.
2. Talking-Feeling-Doing Game  
Elementary  
Creative Therapeutics
3. Feelin'  
Grades 5-12  
Argus Communications
4. Social Security  
Ages 6-adult  
Opportunities for Learning, Inc.
5. Roll-a-Role  
Ages 8-adult  
Opportunities for Learning, Inc.
6. Human Relations Games  
Secondary  
Lansford Publishing Co., Inc.
7. Grow Power-Decision Making & Personality Development Game  
Intermediate-Junior High  
Educational Activities, Inc.

PICTORIAL AND DISPLAY MATERIALS

1. Dial-a-Face  
Preprimary-Primary  
Ideal School Speciality Supply
2. Social Development Picture Packet  
4-9 year olds  
Constructive Playthings
3. Moods and Emotions  
K-3  
Lyons



4. Social Development  
K-3  
Lyons
5. Mental Health (Emotions)  
Elementary  
Gamco Industries, Inc.
6. Understanding Our Feelings  
Elementary  
Constructive Playthings
7. Our Feelings  
Elementary  
Instructo/McGraw-Hill
8. Friendship Jubilee  
Elementary, junior high  
Nasco Learning Fun
9. Consequences  
Junior and Senior High  
Developmental Learning Materials
10. Points of View  
Secondary  
Developmental Learning Materials
11. Nonverbal Communications  
Secondary  
Lansford Publishing Co., Inc.
12. Effective Listening  
Secondary  
Lansford Publishing Co., Inc.

#### DRAMATIC PLAY MATERIALS

1. Hand Puppets  
Preprimary-primary  
Early Learning
2. Face Puppets  
Preprimary-primary  
Early Learning
3. Paddle Masks  
Special Education Early Learning

4. People Puppets  
Elementary  
Constructive Playthings
5. Family Face Puppets  
Elementary  
Constructive Playthings
6. Puppet Enrichment Program-Personal & Social Development  
Elementary & preprimary  
Special Education Early Learning

#### PRINTED MATERIALS AND BOOKS

1. Social-Emotional Program  
Special Education-Preschool  
Walker Educational Book Corp.
2. Working Together: A Socialization Skills Primer  
3-6 year olds  
Communication Skill Builders, Inc.
3. Step Text  
Preschool  
Advanced Learning Concepts, Inc.
4. What Does It Mean?  
Preschool  
Children's Press
5. Together  
Preschool-grade 3  
Children's Press
6. Transition  
K-2  
Children's Press
7. Identity I  
Elementary  
Children's Press
8. Identity II  
Elementary  
Children's Press
9. Identity III  
Elementary  
Children's Press

10. I Can Read About Good Manners  
Grades 2-4  
Troll Associates
11. Basic Skills Enrichment  
K-6  
Opportunities for Learning, Inc.
12. Will I Ever Be Good Enough?  
K-3  
Children's Press
13. Handling Your Ups and Downs  
Primary  
Word Books
14. I'm Running Away  
K-3  
Children's Press
15. New Neighbors  
K-3  
Children's Press
16. Feeling Angry  
Preschool-grade 3  
Children's Press
17. How Do You Feel?  
Preschool-grade 3
18. How I Feel  
Preschool-grade 3  
Children's Press
19. I'll Get Even  
K-3  
Children's Press
20. I Have Feelings  
4-9 years  
Human Sciences Press, Inc.
21. Homer and the Homely Hound Dog  
7-11 years  
Institute for Rational Living, Inc.
22. Social Responsibility: A Teachable Skill  
Elementary  
Ohio Department of Education

23. Happy Thinking  
Elementary  
Opportunities for Learning, Inc.
24. Developing Social Acceptability  
Special Education-all ages  
Walker Educational Book Corp.
25. People Need Each Other  
Special Education  
Opportunities for Learning, Inc.
26. Manners Matter  
All grades  
Trend Enterprises, Inc.
27. Everywhere We Go  
Grade 4  
American Guidance Service
28. It's Your Life  
Grades 5-9  
Benefic Press
29. Getting Along With Others  
Grades 6-9  
Science Research Associates
30. How To Get Along With Others  
Grades 6-9  
Science Research Associates
31. Nice Nifty Innovations for Creative Expression  
Elementary-junior high  
Love Publishing Company
32. Better Personal Relationships Through Honest  
Communications  
Grades 7-12  
Argus Communications
33. Planned Group Guidance  
Secondary  
American Guidance Service
34. Coping With Series  
Secondary  
American Guidance Service
35. Human Relations Fundamentals  
Secondary  
Lansford Publishing Co., Inc.

36. Getting It Together: A Reading Series About People  
Secondary  
Science Research Associates, Inc.
37. Improving Self-Esteem and Relationships  
Secondary  
Lansford Publishing Co., Inc.
38. How To Get Rid of Emotions That Give You a Pain in The  
Neck  
Secondary  
Argus Communications
39. Elementary. Canfield, Jack & Harold Wells. 100 ways  
to enhance self-concept in the classroom. Prentice-  
Hall, Inc.
40. Elementary. McGinnis, E., and Goldstein, A. P.  
Skillstreaming-elementary school child. Research  
Press.
41. Elementary. Simon, Sidney, and Sally W. Olds.  
Helping your child learn right from wrong: A guide  
to values clarification. Simon and Schuster.
42. Elementary. Stawar, Terry. Teaching children self  
control: A fable mood manual to deal with behavior  
problems of elementary school age children. Institute  
for Rational Living, Inc.
43. Elementary. Young, Howard S. A rational counseling  
primer. Institute for Rational Living, Inc.
44. Junior High. Goldstein, A. P., Sprafkin, R. P.  
Gershaw, N. U., & Klein, P. Skillstreaming the  
adolescents: A structured learning approach to  
teaching prosocial skills. Research Press.

#### AUDIO-VISUAL

##### Filmstrips and Cassettes

1. I Know How You Feel  
Preschool  
Bowmar
2. How Are You Feeling Today  
Preschool  
Bowmar

3. Tales of the Wise Old Owl  
Primary  
Society for Visual Education
4. Personal Development, Growing Up & Knowing What To Do  
K-3  
Troll Associates
5. Manners Are Lots of Fun  
K-3  
Troll Associates
6. Who Are You?  
K-3  
Troll Associates
7. Kindle III: Getting Along  
K-3  
Scholastic Instructional Materials
8. Kindle IV: Mixing In  
K-3  
Scholastic Instructional Materials
9. Families  
K-4  
Troll Associates
10. Kindle V: I Can Tell  
Early childhood K-3  
Scholastic Instructional Materials
11. Winnie the Witch: Stores About Values  
Primary  
Society for Visual Education
12. Tales of Winnie the Witch  
Primary-intermediate  
Society for Visual Education
13. Winnie the Witch and the Frightened Ghost  
Primary-intermediate  
Society for Visual Education
14. Winnie the Witch and the Friendless Creature  
Primary-intermediate  
Society for Visual Education
15. Learning About Manners  
Primary-intermediate  
Society for Visual Education

16. Understanding Ourselves and Others  
Grades 1-4  
Troll Associates
17. Feelings  
Primary-intermediate  
ATC Publishing Corporation
18. Understanding Your Feelings  
Elementary  
Opportunities for Learning, Inc.
19. Winning and Losing  
Grades 2-5  
Troll Associates
20. Learning to Live With Others  
Primary-intermediate  
Society for Visual Education
21. Developing Basic Values  
Primary-intermediate  
Society for Visual Education
22. Making Friends  
Grades 4-6  
BFA Educational Media
23. Responsible Decision Making  
Elementary  
Gamco Industries, Inc.
24. Smiles and Frowns  
Elementary  
Gamco Industries, Inc.
25. Getting Along in School  
Preschool-primary  
Nasco Learning Fun
26. The Adventures of the Lollipop Dragon  
Primary  
Society of Visual Education
27. The Family  
K-3  
BFA Educational Media
28. Living With Your Family  
Primary  
Society for Visual Education

29. Little Citizen Series  
Primary  
Society for Visual Education
30. Learning To Be Together  
Grades 9-12  
BFA Educational Media
31. Understanding Your Relationship With Others  
Grades 7-12  
The Baker and Taylor Companies
32. All About Manners  
Secondary  
Interpretive Education
33. Social Skills  
Exceptional-adolescent  
Gamco Industries, Inc.
34. Get in Touch With Your Emotions  
Grades 3-6  
Kimbo Educational Activities
35. Values: Making Choices  
Grades 4-6  
BFA Educational Media
36. Healthy Feelings  
BFA Educational Media

#### Films

1. Values: Understanding Others  
Elementary  
BFA Educational Media
2. Delicious Inventions from Willy Wonka and the  
Chocolate Factory  
Elementary  
Films Incorporated
3. School Problems: Getting Along With Others  
Elementary  
BFA Educational Media
4. Values: Playing Fair  
Elementary  
BFA Educational Media



5. The New Kid  
Elementary  
BFA Educational Media
6. Feelings: Don't Stay Mad  
Elementary  
BFA Educational Media
7. Feelings: What Are You Afraid Of?  
Elementary  
BFA Educational Media
8. Getting Angry  
Elementary  
BFA Educational Media
9. Values: Cooperation  
Elementary  
BFA Educational Media
10. Disappointment: A Day That Didn't Happen  
Intermediate-Junior High  
Xerox Films
11. Worry: I'm In Big Trouble Now  
Intermediate-Junior High  
Xerox Films
12. The Transformation of Mabel Wells  
Intermediate-Junior High-Secondary  
Xerox Films
13. Loneliness: The Empty Tree House  
Intermediate Junior  
Xerox Films
14. Jealousy: I Won't Be Your Friend  
Intermediate Junior  
Xerox Films
15. Who Did What To Whom?  
Secondary  
Research Press

#### Records and Cassettes

1. Won't You Be My Friend?  
Preschool-primary  
Lyons

2. Ideas, Thoughts, and Feelings  
Preschool-primary  
Lyons
3. Feelin' Free  
Preschool, primary  
Lyons
4. Songs About My Feelings  
Pre K-3  
Lyons
5. The Learning Party  
Early elementary  
Constructive Playthings
6. Everybody Cries Sometimes  
Elementary  
Educational Activities, Inc.
7. Good Manners Through Music  
Elementary  
Nasco Learning Fun
8. Relaxation-The Key to Life  
Elementary  
Manual-Kimbo Educational
9. Peace, Harmony, Awareness  
All ages  
Teaching Resources Corporation
10. Effective Communication  
Grades 7-12  
Argus Communications

#### PROGRAMS AND KITS

1. Peabody Early Experience Kit (PEEK)  
Preschool  
American Guidance Service
2. The Adventures of the Lollipop Dragon Book-Cassettes  
Primary  
Society for Visual Education
3. DUSO Kit D-1  
Kindergarten and lower elementary  
American Guidance Service, Inc.