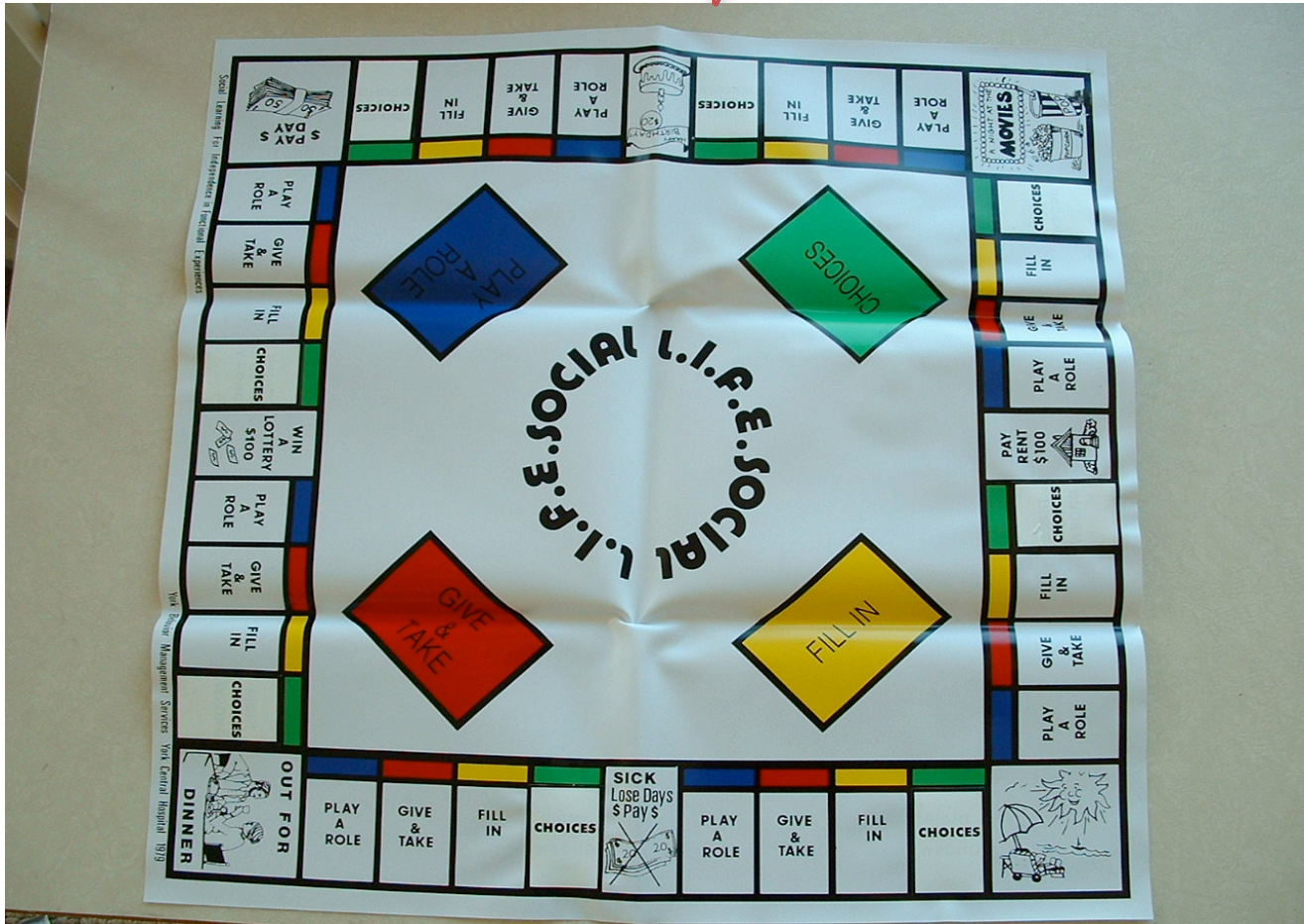


Social Life - LD



A Social Skills Training Program

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Introduction

This manual is intended to help educators and mental health professionals to implement an effective social skills program for students who have learning disabilities and related difficulties. We developed this program, called Social LIFE-LD, and have evaluated it, first in a clinical setting, and then in classrooms. Our research showed that it was effective with children aged 9 to 13 who were in self-contained special education classrooms for students with learning disabilities and who had been identified as having difficulties with social skills.¹ We think it will also be useful for children with other disabilities (eg. Asperger disorder, specific language impairments, ADHD, and high-functioning autism), and children with learning disabilities in other settings, such as integrated classrooms and resource programs.

We designed the program to provide a means of teaching children to observe and evaluate social behaviour (their own and others') and to respond appropriately to their observations. It will help them to recognize interpersonal problems when they occur and to generate and evaluate a variety of alternative solutions. In addition, participants will receive guidance to help them to identify personal social goals, to outline the means to reach them as well as to recognize potential obstacles to those goals and develop ways to overcome them, all within realistic timelines.

Social Life – LD should be seen as a first step to help children who have learning disabilities and who show signs of difficulties with social skills. It can be used either by teachers or other special services staff in a special education classroom or by those working with a small group of children in the general education classroom. It could also be used by mental health professionals such as psychologists, social workers, and speech and occupational therapists in clinical settings as long as there is collaboration with parents to work on generalization of skills. We call the people who lead the program mediators because their role is to mediate the social problem-solving of the children. Since we use the game, Social LIFE, as the medium of instruction for the children in the program, it will probably be necessary for there to be at least three or four children with learning disabilities and social difficulties involved in it. We say "probably" because, although they may not have difficulties with social skills, there really is no reason why peers without learning disabilities could not join in the game. We have written more about the possibility of including peer role models at a later point in our manual.

In the course of the program, mediators—teachers, school psychologists, child and youth workers, and social workers—will be able to join children in investigating their reasons for their decisions about social interactions. They will discuss with the children the ways in which they arrive at decisions, how they carry out their decisions, and how they evaluate their courses of action. Children will also have the opportunity to role-play their solutions. The program is individualized to the needs of each of the participants. Mediators are able, in collaboration with the children (and if possible, the parents) to set individual goals for each child.

The program uses a board game, Social LIFE (Social Learning for Independence in Functional Experience), as a means of developing children's awareness of the sorts of problems that may arise in social situations and of ways to deal with them. The game was originally developed by Dorothy Griffiths for use with adults with mild to moderate intellectual disabilities. We have modified it to make it appropriate for children with

¹ Wiener, J & Harris, P (

learning disabilities in grades 4 to 8. We found that children enjoyed playing Social LIFE; it gave them a setting in which they seemed comfortable while discussing a variety of situations and actions that they had found difficult in day-to-day experience. Like many of us, some children may find it hard to talk about their own experiences and problems, especially when they have to do with making and keeping friends or getting along with others. Even though the situations that they meet with in this game may have been chosen to match with their own social difficulties, they aren't specifically identified as their own. Instead, they're read out to them from a card, in a play situation. The focus on the game setting as the primary component of the program can give children a sense of distance that may help them to think about the difficulties they meet with in their own life experiences.

When we evaluated this program, we found that it was more effective in some situations than in others. We begin our manual with a discussion of some of the situations in which you may reasonably expect it to benefit the children who participate in it and some in which another approach might be of more help. Following that, we describe the preparation that is necessary before you begin the program. We then present a description of the Social LIFE game itself and its rules, and then an extended discussion of the social skills program in which the game is to be used.

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Beginning stages of the program

CHILDREN WHO MIGHT BENEFIT FROM THE PROGRAM

What are some characteristics of children who might benefit from this program?

Children who may benefit from the program are those with learning disabilities who...

- have been identified as having poorly developed social skills
- show difficulty in forming and keeping friendships
- are bullied by other children
- show difficulty behaving appropriately in the classroom, at home, or elsewhere
- may be highly anxious in social situations

Is reading ability necessary for children in the Social LIFE program?

No. You, the mediator, read the cards out loud, so that children who have difficulty reading can take part easily.

Can the program be used for children without learning disabilities?

- A version already exists for adults with mild to moderate intellectual disabilities
- The game could be adapted for use with younger children, deaf children, children with Asperger disorder and high functioning autism, and children with ADHD
- Playing Social LIFE isn't likely to have negative effects on anyone, so children without disabilities can take part

- The program might also be useful for some recent immigrant children to assist in acculturation to Canada and to help them build useful vocabulary for social situations

What are the limitations of this program?

- Children must be able to pay attention to the game for a 30-45 minute session; the game, however, is highly engaging for most children, so many children with ADHD are able to attend to and benefit from the program
- Children must be able to talk about social situations and how they would deal with them, so children with very severe difficulties expressing themselves or understanding others' speech may have difficulty. Nevertheless, it is beneficial for most children with receptive and expressive language disorders who have basic communication skills
- In order for the program to be effective, children must have access to a setting in which they can practice their new skills; social skills training isn't likely to be enough for children whose classrooms or homes are in crisis—other therapies (eg. classroom behaviour management, parent management training) are likely to be needed in these contexts.

IMPLEMENTATION OF THE PROGRAM

Preparatory stages

1. Select students for the program and establish the cooperation of relevant others such as teachers, special services staff, educational assistants, and parents
2. Lay groundwork for the program:
 - a. Use questionnaires and observations to gather detailed information about the students' social skills and the areas in which they need to develop
 - b. Set social goals for each child
 - c. Select sets of questions from those provided in the Social LIFE Database, or make up your own

Playing Social LIFE

3. Begin to lead the participants in games of Social LIFE; we suggest that you introduce the four thinking strategies that we call "Stop," "Think," "Act," and "Check it Out"
4. Once the students are well underway with the game sessions, you can consciously begin activities that enable them to use their targeted social skills in day-to-day life

After the game

5. Re-evaluate the children's progress in achieving the targeted social skills

CHOOSING CHILDREN FOR THE PROGRAM

What should I look for when setting up the Social LIFE-LD game?

- Your own observations of children in the classroom, schoolyard, home, and/or clinic, as well as reports that you hear of their conduct and treatment out of school, are a good place to begin.

How might the children's social difficulties present themselves?

- Look for children's isolation and exclusion from peer groups
- Look for children who seem anxious or sad, or who frequently react with tears
- Consider the children's roles within peer groups:
 - Are they overly aggressive, withdrawn, or submissive?
 - Are they acting as a perpetual clown?
 - Are they exploited or bullied in some way by their peers?
- Make some informal inquiries from parents or other teachers
- Make sure that their social problems seem to be associated with social skills rather than a recent disturbing event (eg. death of a parent) or health concerns

INDIVIDUALIZING THE GAME TO MEET CHILDREN'S NEEDS

What questions should I ask the children in the interviews?

- Ask them about a time or situation when they felt that they really fit in socially, and felt included by or close to a group or a friend
- Ask about the opposite situation as well, when things really didn't work
- Ask whether or not the children have friends with whom they no longer get along, and try to get an idea of the children's understanding of what brought the friendship to an end
- Ask about their interests and hobbies, and what goals they have (e.g. what they want to do when they grow up, or what they wish they could do at present)
- Find out about the contexts in which the children would be using their social skills – ask what they do after school and on weekends, and who they spend time with
- Ask the children if THEY have any questions about the program, and explain the program to them, reassuring them that the program is NOT more school work

How should I involve the parents in the preparatory stages of the program?

- Explain the program to the children's parents and ensure their cooperation
- Have the parents fill in a Social Skills Questionnaire
- Ask them to state their goals for improvement of the child's social skills

How do I know what skills to set as goals for each child in the program?

- Observe the children closely in the classroom and playground to determine the nature of their social difficulties
- Interview children and parents as described above
- Use commercially available social skills rating scales such as the Social Skills Improvement System Rating Scales that assesses prosocial skills (including cooperation, assertion, responsibility, empathy, engagement and self-control) and problem behaviours (including externalizing behaviours, bullying,

hyperactivity/inattention, internalizing behaviours, autism spectrum). It is available in Canada from Pearson (www.pearsonassessments.com)

TAILORING THE GAME TO CHILDREN'S NEEDS

How do I set goals for the children in the program?

- Identify four goals to work with for each child, focusing not only on the children's needs but also on which skills are regarded as important by them, their parents, teachers, and peers

How do I choose cards for the program?

- There is a list of approximately 1500 possible skills and situations to choose from in the Social LIFE-LD database
- You can develop your own card situations if you'd like, keeping the situations simple and the descriptions as clear and brief as possible
- After a few sessions of playing the game, you will need to introduce new cards so that the children don't become bored; these new cards should address the same target skills as the original ones did

ADDITIONAL PRE-GAME INFORMATION

How should I prepare the game materials?

- Before you begin the program, prepare four sets of eight 3 x 5 cards for each child taking part, one set for each of the four goals that you have selected for them:
 - 2 "give and take" (red)
 - 2 "choices" (green)
 - 2 "fill-in" (yellow)
 - 2 "play-a-role" (blue)
- Purchase materials: game board; Monopoly money; dice; 4 differently shaped or coloured game pieces, one for each player, to move around the game board; recipe box with divider for cards
- Write the following coded information on the corner of each card:
 - The initials for the child for whom the card is intended
 - The numerical code for the goal that the card addresses
 - The card category (i.e. GT for give and take, CH for choices, FI for fill-in, and PR for play-a-role)
 - The number of the set of cards
- Note that you will use all of the cards for all of the children in the course of the game, regardless of which player each card is intended for – the child for whom the card is intended can learn from watching and discussing with his or her peers
- Post the game and playing rules so that they are visible to the children

Example for a card code:

Bobby Smith's fill-in card for his second goal in his first set of cards: BS/2/FI/1
This coded information will help you with your record keeping.

What are the Bonus \$\$\$ Sheets?

- Children are given homework involving practicing the skills, but we call these Bonus \$\$\$ sheets instead of homework
- Using these sheets, children can earn bonus game money by completing exercises that help them develop their social skills by practicing in real-life settings and then reflecting on their actions
- The Bonus \$\$\$ should motivate children to practice their social skills

What kind of recordkeeping should I do?

- Each time you have a session of the game, keep track of the cards that have been drawn and the responses you received from the children – keep the cards for each session in a file box, with one section per player; divide each section into two smaller sections, one for correct and one for incorrect cards
- After the game, transcribe the results and any notes or observations onto the forms that we have provided
- See Appendix for recordkeeping charts

How should I form groups for the game?

- Aggressive or disruptive children or children with ADHD are unlikely to work well together in a group because of the interactions of their behaviours
- Make sure that not all of the children are withdrawn or have language difficulties
- Try to group children who are at similar maturity levels together

Are there advantages to including children without disabilities in the program?

- Peer role models are valuable assets in any social skills program
- Most children enjoy playing the Social LIFE-LD game, so children without learning disabilities or social difficulties should not necessarily be excluded from playing it
- The peer role model's input in discussions of the situations can have a positive influence on less skilled children
- Including a well-liked classmate in the program may have a beneficial effect on the self-esteem and reputation of the other participants
- Inclusion in the game can help a very socially successful child empathize with those who are not as successful
- Make sure you discuss the inclusion of a peer role model with his or her parents



Playing Social LIFE-LD

PLAYING THE SOCIAL LIFE GAME

What are the objectives of the game from the children's point of view?

- Players collect pretend (ie. Monopoly) money during game sessions of 30-45 minutes
- Groups of players attempt to win enough money to entitle them to some appealing group activity, such as a movie, a school trip, or a classroom party

How long does a game last, and how often should it be played?

- The game lasts 30-45 minutes, timed using a kitchen or electronic timer
- We recommend that the game be played 2-3 times a week over a period of six weeks

How does the game begin?

- Players should take turn being banker throughout the program (one per session)
- Set the timer for the designated length of time; leave time for counting money and clearing up
- Roll the dice to see who goes first: highest score leads, and the play proceeds in a clockwise direction

What materials are needed to play Social LIFE-LD?

- The game board
- Coloured counters
- Two dice
- A timer
- 32 problem cards for each child
- Recipe box

How is the game played?

- For each turn, players roll the dice, move the number of squares indicated by the dice, and do whatever is instructed on the square they land on
- For most plays, players will pick up a card that matches the colour of the square. The mediator reads aloud the card, and players must answer the problem on the card correctly and explain their answers to receive money

Which squares do not involve taking a card?

- **Payday** – players collect \$50 every time they pass this square
- **Win a lottery** – players win \$100 if they land on this square
- **Out for dinner, vacation** – these squares have no value; the players who land on them do not pick up a card or win or lose money
- **Sick, lose pay** – players who land on this square lose \$20 which goes into the bank
- **Pay rent** – players who land on this square pay \$100 into the bank

- **Movies** – players who land on this square take another turn
- **Happy birthday** – players who land on this square win \$20

How do players win money?

- There are four ways that players can win money:
 1. Through correct responses to problem cards that they draw as they land on squares
 2. Through landing on squares with bonuses on them, such as “Win a Lottery” (worth \$100) or “Happy Birthday” (worth \$20)
 3. Through participation in other game activities, such as making up a new game rule to which everyone else in the group agrees
 4. By doing homework and earning Bonus \$\$\$

What are the Playing Rules?

- These are rules that are implicit in the social interactions involved in playing board games (eg. Everybody gets a turn)
- Post the rules wherever the game will be played
- We have listed four rules; players can add to the list
- If players propose a new rule that the group accepts, they get \$10.00 and the rule is added to those posted
- Players who break the rules must pay \$5.00 back into the bank

When does the game end?

- Play continues until the timer goes off
- Players should finish the turn that is going on when the timer goes off
- The player finishing the game with the most money wins, but it is important to keep track of the winnings for each child so that you can keep a cumulative score for all the players for all of the games that have taken place
- Record the number of points the whole group earned on the paper thermometer

THE SOCIAL LIFE CARDS

Give and Take (Red—Worth \$5)

These cards present an unambiguous social situation and a response to that situation. Depending on the situation described, players are either awarded or fined \$5.00. They are still expected to explain why the response to the situation given is either appropriate or inappropriate. The group should discuss the situation and think of appropriate responses or possible consequences of inappropriate responses. This is the only category in which players can lose money.

Choices (Green—Worth \$10)

These cards present a response to a subtle or ambiguous situation for the player to judge as right or wrong. If a player who draws a Choices card gives an answer that the others decide is correct, he or she wins \$10.00. With your guidance, they should discuss the reasons for their decision. Encourage them to consider possible consequences of appropriate and inappropriate actions. For most Choices situations, either response can

be justified, depending on circumstances. Encourage discussion of possible situations where the opposite response to the one given might be correct.

Fill in (Yellow—Worth \$15)

These cards contain an incomplete situation for the player to complete with an appropriate response. In order to do so, he or she will need to assess the situation and generate solutions. Once again, the other players should discuss why they think the response is correct or incorrect and the consequences that may result, and generate alternative solutions.

Play-a-role (Blue—Worth \$20)

These cards require the player to role-play a situation with another player or the mediator. If the group feels that the player did so appropriately, he or she wins \$20. Ask the group to think of alternative solutions, and encourage discussion of consequences. When appropriate, alternatives can be role-played. You can also use reverse role-playing here (see "Role playing: how you can help").

Bonus card (Pink—Worth \$30)

These cards are kept in the middle of the game board. The questions apply to all of the players and to practically any social goal, since they require players to use the general social problem-solving skills introduced in the early game sessions.

[illegible]

Tips and Guidelines for Facilitators

LEADING THE SOCIAL LIFE GAME

Can the game be used to develop skills other than social skills?

When we carried out the research on this program and the Social LIFE-LD game, we also used the same game board to teach academic skills in reading and math. We did not find that the process of playing a board game two or three times a week, without the discussion of social situations, benefited players' social skills to any significant degree. That said, you may certainly use the game board itself to develop academic skills in children who need them.

Must I play the game with the children?

- It is important that you remain the mediator through all sessions of the game. This allows you to keep tabs on developments in players' abilities to reflect on social behaviour and on any particular areas where you may need to work on their skills outside of the game itself.
- Having one consistent mediator will help you to select Bonus \$\$\$ exercises for players and to recognize when it is time to change problem cards
- If the game is being played in a classroom, you may need to arrange time when the rest of your class is involved in an activity with another teacher or an

educational assistant, so that you can concentrate on the game with the three or four players

How do I facilitate the game at the surface level?

- Bring together the players and, if necessary, introduce them to one another
- Teach them the game and the playing rules (most children will have played similar games in the past and will pick up the rules of Social LIFE easily)
- Read problem cards after players have drawn them; you may need to rephrase or clarify a question
- Keep track of scores
- You may need to assist the “banker” in his or her job
- You may wish to rotate the duties of banking, setting up the game, time-keeping, tidying up after the game, and recording the total money among the players
- Maintain order and respectful relationships among the players in the game sessions

How do I facilitate the game at the process level?

- This is where your skills at teaching social problem-solving become most valuable
- You will need to facilitate the discussion that takes place after a child answers or role-plays the situation on a card
- You may need to instruct the participants on the difference between positive and negative criticism, enforcing the rule of “no put-downs”
- Using a set of key mediational phrases in response to the players’ answers can provide models for the others; below, we have included a few that worked for us and are validated by research

QUESTIONS TO DEVELOP SOCIAL PROBLEM SOLVING TO BE USED WHEN RELEVANT FOR DISCUSSING THE SITUATIONS ON THE CARDS

Identifying a social problem

- What do you think might be a problem with doing (saying, etc) that?
- When is another time you might need to...?

Alternative thinking

- Yes, that’s one way you could do it. What else could you do?
- So far so good, what else might you need to do?
- Is this way better than...? Why do you think so?
- Can you think of things other kids do in this situation?
- Do you think _____ [other child] has lots of friends? What would he/she do in this situation?

Consequential thinking

- Yes, that’s one way. How do you think the other kid(s) would feel if you did (said) that?
- Ok. And what do you think might happen then?

Evaluative thinking

- Yes, that's right. But how did you *know* it was right?

Means-End thinking

- What is your goal if you do this?
- I know that your goal is to _____, but what are the steps you need to get there?
- What problems might you have along the way?
- How long do you think it will take to reach your goal?

STOP – THINK – ACT – CHECK IT OUT: INTRODUCING SOCIAL PROBLEM SOLVING

How do I use the game to help the children learn social problem-solving skills?

- In order for children to be able to apply what they learn in this program to situations in everyday life, they will need to have learned to apply metacognitive problem solving skills to social situations
- We have broken these skills into four components that can be used at different stages of dealing with a problem
 1. STOP. Identify the problem and the goals involved in resolving it
 2. THINK. Gather information that might lead to a resolution
 3. ACT. Decide on a course of action. Try it out.
 4. CHECK IT OUT. Evaluate results.
- You may want to concentrate on one of these stages for each of the first four sessions of the Social LIFE-LD game

How can I focus on one of the four stages in a game?

1. STOP. Before beginning play, discuss the importance of stopping and identifying problems when they happen. Use a stop sign as a visual cue for this stage. Introduce and review the kinds of questions that will help players identify their problems.
 1. What's happening?
 2. What's the concern?
 3. What's going on?
2. THINK. Review the STOP questions, and then introduce the THINK stage. Point out that at this stage, it is important to gather information about the problem. Use a light bulb as a visual cue. Provide the students with some of the questions used at this stage.
 1. What will happen if...?
 2. What can I do?
 3. Have I done this before?
 4. What choices do I have?
 5. Pros and cons
 - Privacy

- Conversation
 - Respect
3. ACT. Again, begin by reviewing the previous two stages, and then introduce the ACT stage. At this stage, a decision is reached and the necessary action is identified and carried out. Use a green light as a cue for this stage. Present the players with some of the questions appropriate to ACT.
 1. What is my decision?
 2. What do I need to do?
 3. When and where should I do it?
 4. CHECK IT OUT. Review the previous steps. Point out to the students that it isn't enough just to have acted, but they need to decide whether the action was a good choice or not. They need to be satisfied that what they did worked for them and for the other people involved in a social situation. Use a magnifying glass as a cue for this stage. Introduce a selection of appropriate questions.
 1. Did it work?
 2. Do things look different?
 3. Am I satisfied with what happened?

ROLE-PLAYING: HOW YOU CAN HELP

- This is a difficult exercise for many children: introverted children may easily think through a social situation but have trouble acting it out, and extroverted children may have inadequate social judgment but take to the role-play more easily
- The effectiveness of the role-play depends on the partnering of the players
- Note that the partner may not respond appropriately to the initial role-play; you can step in and contribute an appropriate response

How can I address unrealistic situations in the role-play?

- Ask the participants if they think people will respond in the way that has just been played out
- Use mediational phrases
- You can join in as either partner in the role playing exercise, modeling both appropriate and inappropriate behaviour
- Ask the children to notice body language and tone of voice in addition to words
- You can reverse role-play—you play the child and he/she plays the other person

What is the goal of the discussion?

- Try to help players understand the *reasons* behind social behaviour
- Refer to the feelings generated by their behaviour
- Teach the children to use a line of thinking on the order of "If I ..., he's going to feel really ..., and then he'll probably ..."
- Participants who frequently get angry or upset will need to find ways to deal with those feelings that won't hurt or antagonize those around them

HOW DO I INTEGRATE THE SKILLS STUDENTS LEARN IN THE SOCIAL LIFE GAME INTO EVERYDAY SOCIAL SITUATIONS?

General Tips

- Begin integrating skills learned in Social Life as soon as you start the program
- Use problems that the children encounter in real life as bases for discussion in the game, and create new cards based on them
- You can use the Bonus \$\$\$ as a way to help players use their new skills in day-to-day life

What else can I do to encourage generalization of new social skills?

- Set up situations in the child's environment where he or she can practice positive social skills
- Encourage children to join clubs or groups that can help them practice skills such as appropriate conversation styles
- For children who need to work on positive interactions with adults, providing these children with opportunities to work with teachers or other adults in the school (such as volunteering in the library) can be beneficial
- Work together with parents to provide the children with situations to use their target skills outside of the school.
- Connect situations on the Social Life cards to situations that the children have encountered in real life

BONUS \$\$\$ SHEETS AND PRACTICING BEHAVIOUR OUTSIDE OF THE GAME

Why should I use the Bonus \$\$\$ sheets?

- The Bonus \$\$\$ sheets provide students with a means of identifying a skill that they want to develop, a setting in which they can try it out, and a format for evaluating their performance with this trial

When and how should I introduce the Bonus \$\$\$ sheets?

- Wait until a few sessions of the game have taken place before introducing Bonus \$\$\$\$. This is because the Bonus \$\$\$ are more effective once the players have begun to develop some abilities in thinking about their behaviour, and because the players tend to be more motivated to complete bonus \$\$\$ sheets once they've gotten interested enough in amassing extra points
- Meet with each of the children individually to choose a skill for them to try. Help the children plan the way in which they will use their skill.
- Positive skills make better choices at first than negative ones (i.e. it is better to focus on how a child *should* react in a situation, rather than how the child *shouldn't*.)

How should the children begin practicing new social skills outside of the game?

- It is best to begin practicing new social skills with an adult with whom the child has contact in daily life, such as yourself, a teacher, or a parent
- You can tell the adult that the child will be practicing this skill, so that the adult can respond appropriately to reinforce the skill and so that he or she can report back to you about the student's application of the skill.

How much should we encourage children as they learn new social skills?

- It is advantageous for many children if they encounter encouragement the first few times that they practice a new skill
- Encouragement should not be overdone, since people do not always respond well to good social behaviour
- Remind children that the other person involved in the social situation may also have social difficulties. Help them understand the motivation behind the other person's social behaviour

How should I review the Bonus \$\$\$ Sheets?

- Spend a few minutes discussing each child's bonus \$\$\$ sheets with him or her.
- Ask how the trial of the new skill went, and bring up observations from the adult involved in the situation

What if the child has a negative experience with the Bonus \$\$\$ sheets?

- Discuss the child's dissatisfaction with him or her, using mediating questions
- Remember that the Bonus \$\$\$ are won for *trying* social skills, not necessarily for *perfecting* them.
- Help the children figure out how they can improve the next time they practice their new skills.

What if the child's evaluation is higher than the adult's?

- Ask the child specific but tactful questions about his or her behaviour and about why he or she was pleased about the trial
- Remember that even if the child did not behave entirely appropriately, his or her behaviour may be greatly improved
- Discuss ways that the child can improve this behaviour further

How should I reinforce the skills that the children learn in the program?

- Find tactful ways of acknowledging successful generalization of skills when they happen spontaneously
- Intruding into children's activities with observations about their behaviour will not help them integrate themselves with their peers; it is better to approach the child after the situation
- Ask the children how their behaviour in a particular social situation can be applied to other situations, such as the difference between inviting a peer to a party and offering to help the librarian

How will networking prior to the program pay off?

- Other adults can help you monitor and reinforce children's performance
- Peers who have been clued in to the program can also reinforce and model positive behaviour

WRAPPING UP THE SOCIAL LIFE PROGRAM

- The game comes to an end when the players have accumulated the amount of Social Life Dollars that you have set as your group goal
- Provide the students with their reward
- Continue to monitor and do follow-ups on the students' use of their new social skills
- Consider holding a session or two of the game after the program has officially ended, to provide the students with a setting in which to discuss how they are using their new skills

Notes

Bonus \$\$\$

Name: _____ Date _____

Skill _____

Who will I try this with? _____

When will I try this? _____

What happened? _____

How did I do?



Why did I circle this? _____

This sheet is worth a \$100 bonus the next time you play Social Life. Practice the skill, then fill in the sheet honestly. Bring the sheet to your Social Life leader at the beginning of the game.