

Teaching SST 2 Transcript

NARRATOR: It might be helpful to assign feedback when starting a new group, when a group member has cognitive difficulties, or if a group member is reluctant to participate. It can be useful to assign specific tasks, such as watching how someone does on a particular step or their tone of voice to group members while they're observing role-plays.

CINDY: So, before we start, I'm going to ask some of you guys to kind of take a look at one particular step or another, to sort of be responsible for giving feedback. So, Don, could you look for Step 1 and see if Albert is kind of brief in briefly expressing his point of view? And Step 2, Garry, could you watch out for 2, see if he's listening? What are some of the ways you can tell that somebody's listening?

MAN: They repeat the other person's viewpoint.

CINDY: Also, what...

MAN: Eye contact.

CINDY: Thank you. Now, if, you know, he's not looking down, he's going to make eye contact, and, "Oh, he's listening." What's something else that people do that shows they're listening? You're doing it right now.

WOMAN: Nodding.

CINDY: Okay, 3, who wants to do this one? Albert, you want to watch and see if he repeats back?

ALBERT: Yes.

CINDY: Just watch for that one. And 4 -- this is the big one for you, Albert. And I'm

going to ask Kate, see if he suggests a compromise.

NARRATOR: "Coaching" refers to the use of verbal and/or non-verbal prompts during role-play to help the group member perform specific parts of the social skill. Verbal prompts can include providing verbal instructions or whispering suggestions to the group member who is role-playing to help them perform specific components of the social skill. Non-verbal prompts include pointing to steps on the board, making gestures to signify that the group member should raise or lower their voice or increase eye contact, or writing specific responses on the board that the group member should use while practicing the skill.

BECKY: Let's go ahead and start. Go!

GARRY: We take a pair of...pajama pants...

CINDY: Ask him the question.

BECKY: Ask Mr. --

GARRY: Sir, how do you fold pajamas?

CINDY: Oh, okay, it's pretty easy, Garry. You just roll them really tight, so you can get as many on the shelf as possible. Sometimes you can get like 20.

GARRY: That's right, I repeat back what she said. She said to be --

CINDY: So you roll them tight...

GARRY: You roll tight and put them on the shelf and you get 20, up to 20, 20 on one shelf.

BECKY: Oh, my gosh!

CINDY: Perfect! Perfect! Perfect!

BECKY: Wonderful!

NARRATOR: Discrimination modeling involves providing a quick demonstration of an effective versus ineffective example of a social skill or a component of a social skill. Typical examples of when this is used may be to demonstrate eye contact, voice tone, or personal space.

WOMAN: Okay, welcome back, everyone. Good to see you guys back in group again. So what we're going to talk about today, like I mentioned last time, is making requests, okay?

We all have to make requests sometimes, right? Sometimes we need to ask people maybe to do something for us, to help us with something. Sometimes we have to ask them *not* to do things, to maybe stop doing things, okay?

And the way that we make that request or ask them can be really important, okay? Because what would happen if, let's say, you came up to someone -- someone came up to you, actually, and they were saying -- they were asking if they could borrow some money, and they came up and said, "You know what? I need to borrow some money. You really need to give me some. It would be really, really great, and I would appreciate it, but I really, really need the money now. Can you give it to me? Can you give it to me?"

CINDY: I wouldn't give it to 'em. I'd say, "Get back."

WOMAN: Okay, so you wouldn't give it to them. That wouldn't work. So if you're demanding, if maybe you're nagging, sort of keep going on and on and on...then you

might be less likely to actually have that person, you know, decide that they want to actually, you know, give you that request, the thing that you're asking for.