

Teaching SST 5 Transcript

NARRATOR: When people deviate from the format of the group, group leaders can gently but firmly redirect them to the task at hand.

LEADER: Good! Okay, all right, great job! Okay. Um, okay, so how did Matt do?

BECKY: He says that he wanted some time off so that he could attend classes. What classes were you thinking of, of taking? Because I've been thinking about that, too, and I want to get --

MATT: I need some, like, math classes.

BECKY: Math?

MATT: Yeah.

BECKY: Do you know if they have any art classes? 'Cause that's, that's --

LEADER: Well, I'm going to stop you for one second there, because you're asking some important questions that probably you've been thinking about, in terms of what kind of classes you want to take, but what I want to do is kind of get back to making sure that we're kind of going through and practicing and following the steps. And I think you made a good point, is that he was very clear. You knew; you knew that he was asking to take some time off. So that's great feedback.

NARRATOR: At times, group members may have difficulty identifying a situation to practice, or choosing an appropriate situation. The subject matter chosen for role-plays should be relevant to the real-life situations and an appropriate scenario for the skill being practiced. Group leaders can use group members' individual goals to help tailor the role-play or use typical situations in which the skill could be used, provided in the social skills

training book.

MAN: I was thinking about one that I want to pursue.

BECKY: Okay.

MAN: I'm in an I.T. program, and I work part time downstairs. And I would like to speak to my vocational counselor about getting out of the I.T. program and becoming a regular part-time employee.

BECKY: Okay, so what is it that you'll be compromising?

MAN: I don't know.

ALL: [Laughter]

CINDY: You know what I think? I think this one is kind of like a request.

MAN: Oh, okay --

CINDY: And it kind of moves into that whole vocational thing, which we have done before.

MAN: Oh, ok, request.

CINDY: I would say we make this one really simple, like you want to do one thing; Becky wants to do something else.

WOMAN: McDonald's or Burger King.

BECKY: Yeah, McDonald's or Burger King. [Laughs]

CINDY: Or maybe it's, you know, it could be, like, watching something on TV. "I want to watch this show. You want to watch another show." You've got to come to a compromise. Say you only have one TV.

MAN: I want to go see the movie "The Soloist." [Laughs]

BECKY: [Laughs] You want to use the same -- do you want to use the same scenario?

MAN: But when she said -- I liked that. Yeah, I want to go and see "The Soloist."

CINDY: Okay, so she's going to take another point of view this time.

MAN: Right, yeah. Okay.

NARRATOR: Now you have seen a number of common teaching tools that can be used to assist your group members in learning social skills. You have also seen examples of strategies for managing common challenges group leaders may face while running social skills groups. Applying these strategies, along with the additional strategies outlined in the social skills training book, will increase the likelihood that groups will run smoothly and that group members will improve their social skills.

Social skills, unlike most therapies, has the potential to lay the groundwork for developing skills within one session. You can actually see consumers learn skills and become more confident as you work with them. With your guidance, consumers have the opportunity to be successful, when they've often had a long history of failure. For most clinicians, social skills groups can be one of the most rewarding interventions.