THE EFFECTS OF FRIENDSHIP MAKING SKILLS TRAINING WITH
BOARD GAME ON FRIENDSHIP MAKING SKILLS OF FOURTH GRADE
ELEMENTARY SCHOOL STUDENTS

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Approval of the Graduate School of Social Sciences

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ABSTRACT

THE EFFECTS OF FRIENDSHIP MAKING SKILLS TRAINING WITH
BOARD GAME ON FRIENDSHIP MAKING SKILLS OF FOURTH GRADE
ELEMENTARY SCHOOL STUDENTS

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The purpose of the present study is to design and examine the effects of a
Friendship Making Skills Training with Board Game on friendship making skills
of fourth grade elementary school students. An experimental design (2X2) with
one training and one control group and two measurements (pre and post) was used
in the present study. The participants were 18, fourth grade students from a state
elementary school in Altındağ province in Ankara. Data were collected by the
Friendship Making Skills Assessment Scale (FMSAS) that was developed by the
researcher to measure the friendship making skills of the students. The
experimental group (n=9) received a nine-week friendship making skills training
with board game, which was developed by the researcher, while the control group
(n=9) did not receive any training. The experimental group met twice a week, for
duration of 40 minutes for each session. Non-parametric analysis was conducted
by using Mann-Whitney U Test and Wilcoxon Sign Tests. The results revealed
that though there was no significant difference between experimental and control

groups' Friendship Making Skills Assessment Scale (FMSAS) pre-test and post-test scores, experimental group participants gained significantly higher total scores at the end of the study.

Keywords: Elementary school students, friendship skills, friendship skills training, board game

ÖZ

OYUN İÇERİKLİ ARKADAŞLIK BECERİLERİ EĞİTİMİNİN İLKÖĞRETİM
DÖRDÜNCÜ SINIF ÖĞRENCİLERİNİN
ARKADAŞLIK BECERİLERİNE ETKİSİ

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Bu araştırmanın amacı, Oyun İçerikli Arkadaşlık Becerileri Eğitiminin ilköğretim dördüncü sınıf öğrencilerinin arkadaşlık becerilerine etkisini incelemektir. Bu araştırmada, bir deney ve kontrol grubu ile öntest-sontestten oluşan deneysel desen (2X2) kullanılmıştır. Katılımcıları, Ankara ili Altındağ ilçesindeki bir devlet ilköğretim okulunda okuyan 18, dördüncü sınıf öğrencisi oluşturmuştur. Öğrencilerin arkadaşlık becerilerini ölçmek için araştırmacı tarafından geliştirilen Arkadaşlık Becerileri Değerlendirme Ölçeği (ABDÖ) veri toplama aracı olarak kullanılmıştır. Deney grubu katılımcıları (n=9), araştırmacı tarafından geliştirilen dokuz haftalık oyun içerikli arkadaşlık becerileri eğitimi almıştır. Kontrol grubu katılımcıları (n=9) ise herhangi bir eğitim almamıştır. Oturumlar haftada iki defa gerçekleştirilmiş ve her oturum 40 dakika sürmüştür. Mann Whitney U Test ve Wilcoxon İşaret Testi veri analizinde kullanılmıştır. Araştırma bulguları, deney ve kontrol grubu katılımcılarının Arkadaşlık Becerileri Değerlendirme Ölçeğinin ön test ve son test uygulamasından elde ettikleri puanlar arasında anlamlı bir fark

olmadığını, ancak deney grubu katılımcılarının eğitim sonrasında toplam puanlarının anlamlı düzeyde arttığını göstermiştir.

Anahtar Kelimeler: İlköğretim öğrencileri, arkadaşlık becerileri, arkadaşlık becerileri eğitimi, kart oyunu

To my supporter throughout my educational life...

"To my dear mother"

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Formation of friendship, a close dyadic relationship of two people with a shared history, is one of the most critical social tasks in middle childhood social developmental process (Rose & Asher, 1999). Middle childhood begins as the child moves into a new world where peers gain more significance than primary care-givers. This period corresponds to the elementary school years, between ages six and twelve. As social approval by parents loses its importance and social approval by peers gains more weight, the child is forced to acquire skills necessary for getting along with peers. Both physical skills, necessary for games, like throwing, catching, and kicking and attitudes toward self including development of habits such as care of the body, cleanliness as well as formation of social personality are the tasks that need to be fulfilled during middle childhood period (Havighurst, 1952 as cited in Binter & Frey, 1972, p.13). For example, Buhrmester and Furman (1987) conducted a study to examine the development of companionship and intimacy among second, fifth and eighth graders. The participants rated their friendship on a perceived importance scale and they were asked to report their close dyadic relationships and the degree to which they experience disclosure. The findings supported the view that friends gain essence during middle childhood years, becoming as important as parents. Especially for the fifth graders, the global intimacy ratings were the highest for friendship when compared to the relation with parents.

Sullivan (1953), one of the developmental theorists, pointed out the significance of interpersonal relations. During infancy and childhood, parents are significant

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for child's development. Specifically, Sullivan characterized the juvenile era as a period during which the child enhances social interactions. This stage corresponds to elementary school years. The child begins with a step into a larger social world from family to school. Since the peer group becomes a reference point during this stage, the fear of being excluded from the group or threats to self-esteem may emerge. Sullivan stated that in the juvenile era, peer groups demand that the child needs to acquire habits of competition, cooperation, teamwork and compromise. Additionally, the child begins to compare the values, the attitudes and the behaviors of peers with those of parents. For the child, who is forming friendship relations, disapproval by peers might be more disappointing than parental disapproval. When the child lacks a satisfying personal contact in these stages, loneliness is the expected consequence and this may lead to further social isolation later in life.

Another developmental theorist, Erickson (1963), identified human development in eight stages, and middle childhood period matches with the "industry vs. inferiority" stage. In this stage, the child deals with social and academic tasks and compares self with peers during completion of these tasks. When the child is sufficiently industrious, the child develops both social and academic skills to trust own self. If the child fails to get these critical skills, then feeling of inferiority is the expected outcome. Teachers and peers are, thus, very essential for the child's social development and contribute to the child's self-esteem. In later stages, Erikson also emphasized the remarkable role of interaction with significant others, as a result; adolescents need peer group recognition, and peer group involvement. As maturation takes place, adolescents rely on peers for advice, comfort, and companionship. As peer group is influential source of identity development, negative experiences in peer groups may endanger adolescent's identity development. If the child could not develop self-assurance during industry vs. inferiority stage because of the lack of peer approval, then many problems may

occur during identity formation stage. The child who feels inferior moves into a period of identity confusion.

Similarly, Shaffer stated the advantages of having friends as socializing agents (2005). Friends give social support, make contributions to the social problem-solving skills and help get prepared for adult romantic relationships. In other words, friends are crucial sources of social support since they provide help for life challenges and they increase the feelings of security. Additionally, Hartup (1996) claimed that friends support emotionally, strengthen social learning, determine the way the child develops later relationship in adulthood. Consequently, friendship formation in middle childhood has long-term effects later in social life. Hartup (1996) declared that children having friends are less lonely, more socially competent and cooperate more when compared with peers having no friends. In addition, being successful at school and having less problematic behaviors are positively correlated with having friends. Empirical evidence has also indicated that peer acceptance and friendship status in middle childhood contribute to the mental health in adulthood period and it is likely that children having supportive friendship are better adjusted in overall functioning (Ladd & Burgess, 2001 as cited in Shaffer, 2005). Hartup (1996) discussed that the core of friendship, being a pleasant experience which is highly special, is a motivating factor for resolving conflicts. This is essential for child's development of problem-solving skills later in life. Further, Sullivan (1953) reported that children who lack the skills to form a caring, supportive, and intimate relationship with friends during middle childhood period, have difficulty in adult romantic relations and complains about being lonely.

As stated in the literature, friendship making skills are important for the developing child, especially during middle childhood years. Hence, Spence (2003) focused on the relation between acquisition of adequate social skills and social

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competence. Having social skills to deal with social life situations protects the child from psychopathology and thus, strengthens the child's social competence. Skills of friendship belong to the categories of prosocial skills and listed among the social skills that are important for social competence (McGinnis & Goldstein, 1984). Supporting this view, Sullivan (1953) declared two assumptions as the basis for friendship formation: (a) the child needs to be socially skilled to have friends, and (b) the child should have the ability to deal with conflicts and know what equality is for maintenance of friendships.

Bandura (1977) put forward that children show incompetence in social skills due to two reasons; one difficulty is in acquisition and other difficulty is in performance. Kratochwill and French (1984) suggested that skill deficit occurs if the child has not learned the skill; however, performance deficit occurs if the child fails to perform the skill successfully. Skill deficit can be explained as not having the necessary social competencies to behave in an adaptive manner. Performance deficit is on the other hand, knowing how to perform the given behavior, yet not performing it in an acceptable way. In the same vein, Gresham and Elliott (1991) pointed out five factors that may be the reasons for social skills deficit. These factors include a lack of opportunity to perform the skill, presence of problem behaviors that block acquisition, a lack of knowledge, a lack of sufficient feedback and a lack of reinforcement.

Several social skills training studies were conducted to help elementary-age skill-deficient children to improve their social skills (McGinnis & Goldstein, 1984). Being under the general title of pro-social skills, friendship making skills have been generally taken a part in social skills training programs. For instance, Grizenko et al. (2000) developed a six-week social skills training to inform students about the following skills "introducing yourself, joining in, knowing your feelings, self-control, dealing with your anger, responding to teasing, and staying

out of fights" (p.504). The results indicated that social skills training program including self/other perspective taking was effective in terms of teaching the behaviors necessary at school. In the same vein, DeRosier (2004) developed social skills group intervention with the aim of building social skills and reinforcing social attitudes. Result demonstrated that participants in the experiment group gained more peer liking and strengthen their self-esteem.

Gresham and Elliott (1991) stated that a social skills training program has four objectives: "(a) promoting the acquisition of social skills, (b) enhancing the performance of social skills, (c) removing interfering problem behaviors, (d) facilitating generalization of socially skilled behavior" (as cited in Zins & Elias, 1993, p.143). According to Ladd and Mize (1983), a social skills training program should include instruction (either verbal, use of spoken language or modeled, use of live performances), rehearsal (repeated practice of skill), feedback/reinforcement (providing information about performance and presentation or removal of environmental events to increase frequency of behavior) and reductive procedures (presenting or removing environmental events to decrease the occurrence of problem behavior). Furthermore, Spence (2003, pp.89-90) has suggested that an effective social skills training program should include several components such as behavior (instructions, modeling, role-playing/behavioral rehearsal, feedback, and reinforcement), social perception (correct interpretation of social cues from others and social context), self-instruction (self-monitoring, self-talk, self-reinforcement), problem solving (problem identification, generation of alternative solutions, prediction of consequences, selection and planning of appropriate responses) and inhibition of inappropriate responses (contingency management, parent training, cognitive restructuring).

In Turkey, social skills training studies have gained importance during 1990's. Many studies were conducted to enhance social skills of elementary school

students (e.g., Cerrahoğlu, 2002; Çetin, Alpa Bilbay & Albayrak Kaymak, 2003; Hatipoğlu Sümer, 1999; Yukay, 2003). However, among all, a limited number of studies have focused on friendship making skills, and the general tendency has been toward inclusion of friendship making skills in social skills training. The literature review indicates that merely two studies specifically have focused on the friendship making skills of elementary school students, and the results demonstrated that friendship making skills training is a promising approach to improve peer acceptance (Demir, 2007) and decrease loneliness level of elementary school students (Bilgiç, 2000).

In conclusion, friendship formation and thus, acquiring friendship making skills are important developmental tasks during middle childhood years. Some children may have problems in acquisition or performance of friendship making skills. As a result, training these children on friendship making skills seems to be critical to enhance their social competence. Furthermore, empirical evidence indicates that social skills training that is based on social cognitive approach appears to be a promising approach to teach friendship making skills to elementary school students (e.g., Fox & Boulton, 2003; Hatipoğlu Sümer, 1999; Kaya, 2005; McGinnis & Goldstein, 1984). However, the target sample of these programs generally comprised of students being exposed to bullying or having problems with friends. Unfortunately, none of the studies stated before solely focused on improvement of friendship skills, so that the skill deficit child forms better friendship relations.

1.2 Purpose of the Study

The purpose of the present study is to design and investigate the effects of friendship making skills training with board game on friendship making skills of fourth grade elementary school students.

1.3 Research Questions

The main research problem and the sub-questions can be stated as follows:

1) Does friendship making skills training with board game have an effect on friendship making skills of fourth grade elementary school students?

a) Are there any significant differences between the experimental group and control group subjects' pretest friendship making skills scores?

b) Are there any significant differences between the experimental group and control group subjects' post-test friendship making skills scores?

c) Are there any significant differences between pre-test and post-test friendship making skills scores of experimental group subjects?

 d) Are there any significant differences between pre-test and post-test friendship making skills scores of control group subjects?

1.4 Significance of the Study

A bulk of literature reveals that social skills training is effective in enhancing self-esteem and social self-efficacy by promoting peer liking (DeRosier, 2004); leading to an increase in self-worth (Fox & Boulton, 2003), and also increasing social interaction (Schneider, 1992). Additionally, in the literature, it has been stated that having friends and being accepted by peers are protective factors against victimization (Hartup, 1999). Moreover, having satisfying friendship enhances academic achievement (Fox & Boulton, 2006), supports adaptation to school and increases school performance (Ladd, 1990). As a consequence, training children in friendship making skills, a part of social skills, may help them

develop ways of coping with social situations like adaptation to a new school. Furthermore, as the child begins to develop stable traits that are essential for adjustment to the social life during middle childhood period and future friendship formation, it seems essential to make the fourth graders target for the present study. Before entering into adolescence period, improving their friendship making skills may help them gain peer acceptance and social support.

The Friendship Making Skills Training with Board Game was developed by the researcher with the purpose of helping school counselors to identify and help students with friendship making skills deficits. Since formation of friendship is critical during middle childhood period and friendship relations determine later social life functioning, training skill deficit child is noteworthy to prevent problems in social life. In addition, the program has remedial concerns. The child having problems with peers can be trained in how to make new friends and solve relational problems. After the training the child can form friendship relations and can benefit from the emotional support provided by peers.

Furthermore, aforementioned, several social skills training programs have been developed and empirical studies have been carried out abroad. However, the number of training programs, specifically designed to improve friendship making skills of children have been limited in Turkey. Moreover, none of the training programs have implemented a board game as a part of training procedure. Therefore, this training program is different in the way that a board game is employed to provide a practice context for participants. Additionally, there is not sufficient evidence whether or not such available programs are effective in enhancing friendship making skills of Turkish elementary school students. As a consequence, it has become essential to develop such a training program. It is noteworthy that this study is designed to fill in the gap in Turkish literature through implementing a friendship making skills training with board game. It is assumed that, if found effective, friendship making skills training can be used by

school counselors to improve friendship relations of elementary school students.

1.5 Definition of Terms

Friendship making skills: These are the "discrete, goal-directed behaviors that allow an individual to interact effectively with others in his/her environment" so that the individual can be accepted by the peers (Sheridan & Walker, 1999 as cited in Sheridan, Warners, Geske, & Warners, 2005, p.173). McGinnis and Goldstein (1984) listed friendship making skills as follows: "introducing yourself, beginning a conversation, ending a conversation, joining in a play, playing a game, asking a favor, offering help to a classmate, giving a compliment, accepting a compliment, suggesting an activity, sharing, apologizing" (pp.123-134). Gottman (1983) declared that children, "who have the ability to resolve conflicts, communicate clearly, establish common-ground activity and exchange information", become friends easily (as cited in Shaffer, 2005, p.445). In other words, agreeing on what and how to play and exchanging very personal information in nature are essential factors for formation of friendship.

Friendship making skills training with board game: The friendship making skills training with board game is a systematic and planned training that is based on the friendship making skills stated by McGinnis and Goldstein (1984) and the board game ("Social Life Game") developed by Hatipoğlu Sümer (1999). The aim of the training is to teach friendship making skills to fourth grade students by use of a board game. This board game format contains a sequence of activities requiring each player to take a turn in order, and make personal decisions in terms of friendship making skills. In each session, one or more friendship making skills are the focus of the training.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents the literature relevant to the focus of this study. In the first section, acquisition of friendship making skills from social cognitive learning perspective is discussed. In the second section, research on friendship making skills and social skills is demonstrated. In the third section, research on social skills and friendship making skills training is presented. Finally, the last section is devoted to the relevant studies in Turkey.

2.1 Friendship Making Skills Acquisition and Social Cognitive Learning Approach

In this section, Social Cognitive Learning Approach, the theoretical basis of the present study, is introduced in detail. Additionally, Structured Learning Program developed by McGinnis and Goldstein (1984), the guide for instructional component of friendship making skills training program, is presented.

2.1.1 Social Cognitive Learning Approach

Social Cognitive Learning Theory emphasizes covert behaviors like physiological responses, thinking and feeling. Albert Bandura is one of the most famous theorists in this area (Sharf, 2000). Bandura (1977) pointed out the role of thoughts and images in social life. He suggested that there is a reciprocal relation among the environment, the personal factors involving memories, beliefs, preferences, predictions, anticipations, and self-perceptions, and the behavioral actions. These three concepts run interactively, one affecting the relation of other two.

According to Bandura (1977), individuals learn by observation. While observing others, the child gets the idea of how and when the certain behaviors are performed. If the child faces with the same situation, this coded information guides the behaviors of the child. Bandura proposed that observational learning is composed of four processes "attention, retention, motor reproduction, and motivational processes" (1977, p.23). The attention process determines which behavior is modeled selectively, in other words, this process influences what child extracts from modeled behavior. In order not to forget the modeled behavior, the second step, retention process, includes transformation of the modeled behavior into images or verbal symbols. By this way, the information will be retained in permanent memory. Yet, rehearsal of the learned material is important for prevention against forgetting. Then, the third process includes reproduction of the modeled behavior with reinforcement given by informative feedback. Lastly, forming the basis for occurrence of modeled behavior, motivational processes have important effects on modeled behavior. Bandura argues that only when the modeled behavior has a reward as a consequence only then the behavior is likely to occur. If a behavior is followed by punishment, it is unlikely that the behavior will occur again. In this approach, reinforcement has a facilitative effect.

Bandura (1977) put forward that children show incompetencies in social skills due to two reasons; one difficulty is in acquisition, and other difficulty is in performance. Kratochwill and French (1984) suggested that skill deficit occurs if the child has not learned the skill; however, performance deficit occurs if the child fails to perform the skill successfully. Skill deficit can be explained as not having the necessary social competencies to behave in an adaptive manner. Performance deficit is on the other hand, knowing how to perform the given behavior yet not performing it in an acceptable way.

According to Ladd and Mize (1983), cognitive social learning model has three assumptions. First, a certain behavior is conceptualized. Next, that conceptual

representation is transformed into action. Finally, the performance is modified as a result of its outcomes. In line with these assumptions, three objectives underlie the cognitive-social learning model: enhancing skill concepts, promoting skill performance, fostering skill maintenance and generalization. To begin with, the child learns an appropriate concept of social skill. Ladd and Mize (1983) stated some activities to be used while teaching social skills: (a) establishing an intent to learn the skill concept, (b) defining the concept, (c) providing examples about the concept, (d) promoting rehearsal, and (e) generalizing the concept. The social skill can be taught by modeling or with verbal instructions. Next step includes helping child to get mastery on the trained skill. An opportunity is given to the child to perform the skill in a risk-free context and feedback is given to prepare the child for real social situations. The trainer provides the child with an evaluation regarding the standards and the actual performance. Lastly, to supply maintenance and generalization of the skill, self-directed rehearsal and self-evaluation are fostered by the trainer. The child is reinforced after successful performances or failures by the trainer. Additionally, feedback is given about the interfering factor for independent skill performance.

Ladd and Mize (1983), and Elliott and Gresham (1991) suggested that social skills trainings should be based on four critical fundamental processes. First is instruction and it has two types, verbaled or modeled. Verbaled instruction is composed of use of spoken language, explanation and descriptions of how to use the skill. Modeled instruction is live or video-taped performances of the skill that help children learn the sequence of behaviors related to the skill. Second process is rehearsal, which is repeated practice of the skill. Rehearsal can be carried out just by thinking or stating what might be done in a particular situation or by practice of the behaviors. Third is feedback/reinforcement process. Feedback is given to the child to inform him/her about correspondence between the actual social skill and performance of the child. Feedback can be both evaluative and informative. Reinforcement is the presentation or removal of environmental

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events that increase the frequency of the behavior. Last process is the reductive process that has a goal of making problem behavior occur less frequently.

2.1.2 Structured Learning

McGinnis and Goldstein (1984) created a psychoeducational approach to provide instruction in social skills trainings and called it "Structured Learning". This program was developed with the purpose of training handicapped or non-handicapped children showing deficits in social skills. In this program, pro-social skills were grouped according to five basic domains: Classroom survival skills, friendship-making skills, skills for dealing with feelings, skills alternative to aggression, and skills for dealing with stress. McGinnis and Goldstein stated following skills as friendship making skills: "introducing yourself, beginning a conversation, ending a conversation, joining in, playing a game, asking a favor, offering help to a classmate, giving a compliment, accepting a compliment, suggesting an activity, sharing, and apologizing" (pp.108-109).

The Structured Learning Program employed four components to teach social skills: modeling, role-playing, performance feedback and transfer of learning. McGinnis and Goldstein stated that modeling occurs if the model "seems to be highly skilled in the behavior, is considered by the observer to be of high status, is friendly and helpful, is of the same age, sex and social status as the observer, controls rewards desired by the observer, and of particular importance, is rewarded for the behavior" (p.11). Modeling is effective only if the demonstrated behaviors are clear, and in an order from least difficult to most difficult.

Role-playing is a technique to teach the child the skills by way of performing the skill. McGinnis and Goldstein stated that role-plays lead to behavior change only if some enhancers are provided. Among role-playing enhancers, child's being own choice to take a part in a role-play, child's commitment to the behavior and reinforcement after role-play were listed.

Performance feedback is given after a role-play to inform the child how well the role-play has been carried out. Feedback can be in different forms like giving suggestions, coaching, approval or giving rewards. Use of reinforcement in learning process has a role that can not be denied. Reinforcement can be defined as an event that is increasing the likelihood of a given behavior (McGinnis & Goldstein, 1984). Three types of reinforcement take place while teaching children social skills: "material like food or money; social like approval from others; self-induced like positive evaluation of own behavior" (McGinnis & Goldstein, 1984, p.15). If the individuals can be aided to form own reinforcement strategy for own behavior, then it would be beneficial for performance of the new skills in a more trustable and lasting manner.

The most important part of the learning is the transfer and maintenance of the learned skills. For that reason, the setting in which the training takes place being similar to the environment in which the skill will be used, teaching the skills in a context including variety of situations with multiple role-plays, providing reinforcement that is likely to occur in natural environment, informing the individuals when and how to use the required skills and plan for rehearsal activities are important components of trainings for maintenance of the learned skills (McGinnis & Goldstein, 1984).

2.2 Research on Friendship and Friendship Making Skills

In this section, research on friendship skills as well as social skills is demonstrated. Schofield and Kafer (1985) explored the relationship between social cognitive development and peer acceptance during middle childhood. One hundred sixty six children from fourth, fifth and sixth grades were asked to nominate their best friends, and they were also given a friendship dilemma to explore their thoughts about friends. The result indicated that a relationship exists among child's interpersonal understanding, sociometric status and gender. In

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addition, it was found out that the child having high performance in interpersonal understanding had higher sociometric scores. Based on the results, it was suggested that the relationship between friendship formation and acquisition of social skills is critical for later interpersonal adjustment.

Joshi (2008) carried out a research to examine the conflict resolution strategies among friends during middle childhood years. Seventy four students from fourth and fifth grades were interviewed, and they reported the conflicts they had with their friends during previous month, and how they resolved it. Mostly, children used assertion, discussion, and conventional (apologizing, making-up) strategies to deal with conflicts. This result showed that children use different conflict resolution strategies and this is an important social skill necessary for friendship relations.

Social skills are important for academic achievement as well as interaction with peers and teachers at elementary school. In line with this information, Meier, DiPerna and Oster (2006) asked fifty elementary school teachers to rate the following social skills in terms of their importance: assertion, self-control and cooperation. The findings suggested that cooperation and self-control skills were more important than assertion skills, and the importance given to these skills were stable over time.

Rose and Asher (1999), in their study with the sample of 696 fourth and fifth grade students, found out that how a child deals with a conflict predicts the number of friends the child has and the quality of friendships. Especially, revenge taking behavior was stated as an important predictor of positive friendship quality considering the friendship nomination assessment.

In a study carried out by Nangle, Erdley, Newman, Mason, and Carpenter (2003), 193 students attending third to sixth grades were asked to rate their friends as

"how much they like to play with each of the classmates", and also they nominated three of their best friends. In line with the purpose of the study, loneliness and depression measures were also collected. Results showed that popularity has a strong influence on friendship, as a factor having relation with both friendship quality and quantity measures. It is stated that since accepted children have a quite large number of peers, they have more opportunity to form friendships. The researchers suggested that improving friendship skills is essential more than only changing sociometric status. As children become more popular, they are more likely to form more friendship relations which in turn, protect those children from loneliness and depression.

Kingery and Erdley (2007) investigated the role of peer experiences in adjustment to middle school years. For that reason, 146 students attending elementary and middle schools were selected as participants, and they were asked to rate each peer on a 5-point Likert type scale (1-I do not like to, 5-I like to a lot) on how much they like to play or spend time with that person at school. Additionally, peer nominations (name your best friend) were used to assess the number of friends. For adjustment measures, information about loneliness and involvement in school activities were collected. The results showed that though acceptance by peers was stable over time, number of friends decreased in the same period.

In the literature, peer acceptance was found to be a significant factor predicting loneliness and school involvement during transition to middle school years (Spence, 2003). Children, who had lower levels of acceptance by peers, had higher levels of loneliness and lower levels of involvement to school activities. It was suggested that since children having lower peer acceptance, are those who suffer from behavioral, emotional, academic difficulties during elementary years, teaching these students problem solving, coping and friendship skills are essential.

Bendt, Hawkins and Hoyle (1986) examined how changes in friendship relations

during a school year influence children's impressions of their friendships and preference for sharing over competition with friends. In addition, they looked for the differences between middle childhood friends and early adolescence friends. The sample comprised of 40 fourth graders and 44 eighth graders. The participants were asked to give answers to some questions like what they like and not like about being a friend, how they tell if their partner is their friend, how often their friends help them, how often they argue, how often they talk about problems. Results showed that friendship scores decreased in the spring term. Overall 69% of the pairs that were formed in the fall still met the criteria for a close friendship in the spring. Children who remained close friends throughout the year commented more often on liking. Children whose friendship relations weakened over time made more comments about disloyalty or unfaithfulness and gave lower ratings for their friends' pro-social behaviors in the spring. Girls when compared with boys commented more often on intimacy.

In conclusion, several studies showed that child's interpersonal understanding, cooperation, self-control skill, conflict resolution skill are important skills that seem necessary for establishment and maintenance of successful peer relations. In other words, in order to be able to form supporting friendship relations and benefit from having friends, it is necessary to gain mastery on these skills.

2.3 Research on Effectiveness of Social Skills and Friendship Making Skills Training

In this section, several social skills training programs developed for children are introduced. Moreover, experimental studies conducted to examine effectiveness of social skills training and friendship skills training are presented.

LaGreca (1983) developed a social skills training program to teach interpersonal skills to children and adolescents having problems with peers. The purpose was

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explained as to encourage positive peer relations. This program was empirically tested with normal school aged children who have low peer liking and children with learning disabilities who have difficulties with peers. The program includes the following eight target skills; smiling, greeting others, joining current peer activities, extending invitations to others, conversing, sharing and cooperating, complimenting others and physical appearance. The suggested participant number is limited to 5 to 8 children. It is advised that the group should meet twice per week and last within 11 to 13 weeks. The training procedure follows the same structure in each session. The sessions begin with introduction and explanation of the skill and modeling it in appropriate manners. Next step is the discussion on when and how to use the skill. Then, children are encouraged to role-play the skill. After the role-play, group members make a discussion about it. Lastly, each student is requested to practice the introduced skill with peers during the time between sessions. These real life experiences are discussed at the beginning of each session. Although not included in the program, LaGreca suggested that play skills seemed critical in peer relations and could be included in the program.

Jackson, Jackson and Monroe (1983) developed a social skills training program to teach social effectiveness to children. The program was designed to create a setting for introduction of new skills and to provide interaction for increasing the likelihood of learning social skills. The program was used by teachers, counselors in elementary and middle school or preschool settings. The target sample was children with serious social problems or special education needs. Seventeen basic skills were demonstrated in groups with use of relaxation scripts, homework and home notes, and group activities to strengthen new social skill. To get along with others following skills were selected as essential: introduction, following directions, giving and receiving positive feedback, sending an "I'm interested" message, sending an ignoring message, interrupting a conversation, joining a conversation, starting a conversation and keeping it going, sharing, offering to help, compromising, asking for clear directions, problem solving, using positive

consequences, giving and receiving suggestion for improvement, handling name-calling and teasing, saying "no" to stay out of trouble. The effectiveness of this program was evaluated by use of repeated studies. Almost 40 training groups were conducted. The results showed that children with minor or severe problems did not benefit from the training. However, according to the results children showing deficits in targeted skills were more successful in the program.

Spence (2003) developed a multi-modal Social Skills Training Program for young individuals aged 7 to 18. This program was empirically tested with young individuals having emotional, behavioral and developmental problems. The results showed that the program was effective in terms of enhancing social skills of targeted sample. The program is composed of behavioral social skills training, social perception skills training, self-instructional techniques, social problem solving techniques, and reduction of inappropriate responses. Behavioral social skills training part included modeling, instruction, discussion, role-playing, feedback, and reinforcement.

One of the experimental studies was conducted by Grizenko et al. (2000) with 41 children aged between 8 and 11. The participants were selected according to the teacher nominations as students exhibiting disruptive behaviors at school. Six-week social skills training with the aim of informing students about the following skills "introducing yourself, joining in, knowing your feelings, self-control, dealing with your anger, responding to teasing, and staying out of fights" (p.504) was carried out. The results indicated that social skills training program including self/other perspective taking was effective in terms of teaching the behaviors necessary at school and the training led to gains maintained at 9-month follow-up.

In the same vein, DeRosier (2004) aimed to enhance social skills of third grade (N=381) elementary school students in her research study. Sociometric measures and self-report questionnaires were used to determine children being disliked by

peers, being exposed bullying and showing social anxiety. Social skills group intervention was given to experimental group with the purpose of building social skills and reinforcing social attitudes. Results indicated that participants in the experiment group gained more peer liking and strengthened their self-esteem.

Fox and Boulton (2003) evaluated the effectiveness of a social skills training program for victims of bullying. Children, aged 9 to 11, were assigned to experimental (n=15) and waiting-list control groups (n=13). Peer Nomination Inventory developed by the researchers was administered to assess social skills problems, peer victimization, friendship and peer acceptance of the participants. In the training, following skills were included; social problem-solving skills, relaxation skills, thinking positively, modifying non-verbal behavior, and using verbal strategies. The results indicated a significant increase in self worth of experimental group after the intervention.

In conclusion, studies with elementary school students showed that social skills training programs composed of interpersonal relating skills are effective in terms of increasing students' peer liking as well as enhancing their social skills. These studies showed that social skills training programs have some commonalities. First, social problem-solving skill was included in most of the training programs. Second, in selection of the participants usually peer nomination and teacher nomination techniques were used. Third, the target sample comprised of students exposed to bullying, or students having emotional and developmental problems. Finally, the training programs were limited in term of target skills and duration.

2.4 Relevant Studies in Turkey

Studies conducted in Turkey have explored the relationship between social skills or friendship making skills and friendship relations or other variables like self-esteem, self-concept and loneliness. However, in those studies, the general

tendency was to include friendship making skills into social skills training programs. A few studies have been carried out to examine the effects of friendship making skills training on elementary school students. Some of the studies in this area are experimental studies, whereas some of them are descriptive studies. In this section, firstly some descriptive studies are introduced. Afterwards, experimental studies are presented.

Almost a decade ago, Ministry of National Education (MONE) supported the publication of social skills training manuals designed for primary school students. Accordingly, Akkök (1996) prepared two manuals for teachers and parents with the purpose of helping children obtain friendship initiation and maintenance skills. The scope of social skills in this program included maintenance of relations, dealing with aggressive behaviors, coping with stress, and applying problem solving skills. The school counselors were informed about the skills and how to teach them to children.

In a descriptive study, Dermez (2008) investigated the effects of certain variables (gender, subscribed periodicals, asking the child's opinion, education status of the parents, occupational status of the parents) on the social skills levels of fourth and fifth grade students. The sample was composed of 150 students. In this study, parents and teachers rated social skills of students with the use of Social Skills Questionnaire, and they filled out an identification form. The researcher concluded that this age group was good at certain skills such as helping, listening, defending self, acting within a group, reflecting happiness, introducing self, understanding own thoughts and feelings; whereas, have difficulty in some of them. The skills that students had difficulty were dealing with aggression, problem-solving, speaking within a group, dealing with fear, complimenting, and understanding others' feelings. Moreover, being a female, being asked about own opinion in the family environment, buying a newspaper or a magazine were found to be positively correlated with student's social skills level.

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In another descriptive study conducted with adolescents, Büyükşahin Çevik (2007) examined the relationship among friendship relations, self-esteem and some demographic variables. The sample was composed of 532 high school students. Friendship Relations Scale developed by Çok and Coopersmith Self-Esteem Inventory were administered. The results showed that 60% of the participants had friends more than 10, and 50% had friendship relations 2 to 5 years. The participants mentioned several reasons for breaking up in friendship relations such as having different opinions about other friends and opposite-sex friends, difficulties in giving decisions about where to go, and having differences in fashion type. The participants expected their best friends to be trustworthy, have similar personality characteristics, be successful, be helpful in dealing with problems, and obey school rules. In addition, according to the results, if the adolescent has an opposite-sex friend, then he/she has high self-esteem on family issues.

In an experimental study, Hatipoğlu Sümer (1999) investigated the effect of social skills training on sociometric status and perceived dimensions of social skills of sixth and seventh grade elementary school students. Data were collected from 382 students, their teachers and their parents. Although, pre-post test results did not show any significant differences among experiment, placebo and control groups, it was observed that an increase occurred in the social skills and sociometry scores of students who were exposed to the training.

Likewise, Çetin and Alpa Bilbay (2003) carried out a social skills training to increase social skills of fourth and sixth grade students having low peer acceptance. The researchers themselves developed a scale to assess social skills levels of students, and they employed pre-post test design. The training sessions consisted of skills like listening, understanding feelings of others and self, entering a group, and dealing with exclusion from a group. The results demonstrated an increase in the social skills levels of experimental group.

Bilgiç (2000) conducted a study to explore the effects of friendship making skills training on elementary school students' loneliness level. Sixty students participated to study. Two experimental and two control groups were employed. Five-week training was developed to enhance awareness of friendship behaviors, increase self-worth, teach how to use I language, initiate friendship relations and deal with conflicts. The UCLA loneliness inventory was used to assess loneliness levels of students. The post-test results indicated that a significant decrease occurred in the loneliness level, and it was maintained at one-month follow-up measure.

Furthermore, Cerrahoğlu (2002) examined the effects of social skills training on self concept of primary school students. The total sample comprised of twenty-eight students, and both experiment and control groups consisted of fourteen students. The social skills training lasted for ten weeks. The Piers-Haris Self-Concept Scale for Children was administered before and after the training. Targeted skills in the social skills training program were positive thinking, problem-solving, communication skills, dealing with emotions, decision-making skills, helping, and controlling emotions. The results of the study showed that the experimental group subjects' self-concept scores significantly increased, and no difference was observed between male and female subjects.

Moreover, Yukay (2003) investigated the effects of social skills training on social competence and disruptive social behaviors of third grade elementary school students. For that purpose, thirty students were selected depending on their peer nominations, and they were assigned to either experimental or control groups. Both experimental and control groups comprised of seven students who had more than average sociometric scores and eight students who had less than average sociometric scores (n=15). The nine-week social skills training was based on acquisition of the following social skills: initiating social interaction, building empathy and self-esteem, dealing with conflicts, solving social problems. Each

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training session lasted 40 minutes. The results indicated that the subjects in the experimental group showed an increase in the social competence level and specifically, the students gained competence in relating skills and academic skills. Additionally, the disruptive behaviors of the subjects decreased significantly.

In a different study, Uşaklı (2006) examined the effects of drama based group guidance on fifth grade students' friendship relations, assertiveness level and self-esteem. Deluty Children Action Tendency Scale and Coopersmith Self-Esteem Inventory were administered. Students were assigned to 3 groups; experiment, control and placebo control. The experiment group was exposed to 16-session training; on the other hand, the placebo group was exposed to 8-session training that includes study skills without drama techniques. The results of the study showed that only in the experimental group, a statistically significant increase observed in friendship relations and assertiveness after the training. However, no statistically significant differences were observed among groups in terms of self-esteem scores.

Another study carried out by Demir (2007) investigated the effects of friendship making skills training on sociometric status of sixth and seventh grade 244 elementary school students. The training aimed to teach students the meaning of being a friend, the changing behaviors necessary for friendship maintenance, the conversation skills, being aware of the relation among feeling, thought and behavior, how to deal with negative feelings, and how to increase the number of friends. After the training, the social acceptance levels of students in the experimental group increased in a positive way.

In sum, friendship making skills training took place as a part of social skills training in Turkish context. The results of the relevant studies indicated that conducting such training with elementary school students was effective. It can be concluded that after being exposed to social skills training an increase occurred in

social and academic skills, sociometric status, self-concept scores and social competence levels of students. The present study is somehow different from these existing studies. First of all, the training program included in the present study was specifically designed to improve friendship making skills of children. Next, a board game has been developed and used as a rehearsal material. Therefore, it is noteworthy that this study is designed to fill in the gap in Turkish literature through implementing a friendship making skills training with board game to improve friendship making skills of elementary school students.

CHAPTER 3

METHOD

This chapter includes detailed information regarding the methodological procedures based on the following sections: design of the study, research questions, population and sample selection, pilot study, data collection instrument and procedures, training procedures and materials, variables, data analysis and limitations of the study.

3.1 Overall Design of the Study

The purpose of the present study was to design and examine the effects of a friendship making skills training with board game on friendship making skills of fourth grade elementary school students.

An experimental design (2X2) with one training and one control group and two measurements (pre and post) was used in the present study. The sample was composed of 18, fourth grade elementary school students and was selected from a state school in Altındağ. Data collected by use of Friendship Making Skills Assessment Scale (FMSAS) that was developed by the researcher to measure the friendship making skills of fourth grade students. The experimental group received a nine-week friendship making skills training with board game, which was developed by the researcher, while the control group did not receive any training. Non-parametric analysis was conducted by using Mann-Whitney U Test and Wilcoxon Sign Tests.

3.2 Research Questions

The main research problem and the sub-questions can be stated as follows:

1) Does friendship making skills training with board game have an effect on friendship making skills of fourth grade elementary school students?

a) Are there any significant differences between the experimental group and control group subjects' pretest friendship making skills scores?

b) Are there any significant differences between the experimental group and control group subjects' post-test friendship making skills scores?

c) Are there any significant differences between pre-test and post-test friendship making skills scores of experimental group subjects?

d) Are there any significant differences between pre-test and post-test friendship making skills scores of control group subjects?

3.3 Population and Sampling

The study population comprised of the fourth grade students enrolled in elementary state schools in Ankara. Due to the fact that the target population was the students living in districts throughout the city and coming from middle-class families, schools in Altındağ (Aydınlıkevler) and Keçiören (Subayevleri) were selected for the study.

To begin with, permission was granted from the Ethic Committee in the Middle East Technical University in terms of the training, data collection procedures and instruments. Additionally, after the Ethic Committee, director of education in Ankara accepted the application of the training in the listed schools. The schools were selected according to the number of students in fourth grade, school principals' approach to conduct such a study in their school, and the convenience of each school to one another.

Firstly, a contact with school counselors was made in the selected schools. The sample selection procedure began with taking parental consents since the target sample was including students who were 10. After taking parental consents, the students were also informed about the purpose of the study. Finally, 343 students were willing to participate to study and the scale was administered to these voluntary students. Secondly, cut off scores were established to identify the subjects who have low friendship making skills scores. The median score of 109 was determined as the cut-off score for the Friendship Making Skills Assessment Scale (FMSAS). The total number of low scores established the base for selection of subjects and one school in Altındağ was chosen according to this criterion. For validation, the researcher obtained information about the selected students' friendship relations from classroom teachers and school counselor.

A subsequent preparatory meeting with the parents of the selected students and their teachers was arranged to give information about the qualifications of the researcher and the training procedure. The confidentiality issue was ensured. Twenty students who were willing to participate in training were selected. Next, 10 students were randomly assigned to experimental group and 10 students were assigned to control group. However, in the first session one of the students decided to withdraw from the study and for equation purposes one student was randomly excluded from the control group.

All of the participants were 10 years old. Both experimental and control groups consisted of four female and five male students.

3.4 Data Collection Instrument

The Friendship Making Skills Assessment Scale (FMSAS) which was developed by the researcher was used as the data collection instrument in this study. The procedure in the development process and psychometric properties of the scale were presented in the following sections.

3.4.1 The Friendship Making Skills Assessment Scale (FMSAS)

This scale was developed by the researcher to assess the friendship making skills of the fourth grade students (see sample items of FMSAS in Appendix A). In development of the scale, first of all, relevant literature was reviewed and the most frequently mentioned friendship making skills were selected. For instance, Rose and Asher (1999) stated friendship tasks as being an enjoyable companion, helping a friend with a problem, initiating interaction outside of the school, forgiving despite hurt feelings. Additionally, children expect from friends to maintain reciprocity, to be a reliable partner, to manage disagreement, to deal with issues of exclusivity and to help in conflict situations. Moreover, Rizzo (1989) listed friendship dimensions as character admiration, continuity, ego reinforcement, helping, acceptance, intimacy, loyalty, time together, reciprocity, sharing, and similarity. Likewise, Morganett (1994) mentioned following skills as necessary for getting along with peers; know how to get started, get and give help, say "I am sorry", cooperate, say "good-by". Furthermore, Ross and Roberts (2007) developed a program with the purpose of teaching friendship skills to children. In the program, targeted skills were making new friends, making eye contact, playing games, saying kind words, listening, interacting in a group. In the same way, McGinnis and Goldstein (1984) declared following skills as friendship making skills for elementary school students; introducing yourself, beginning a conversation, ending a conversation, joining in, playing a game, asking a favor, offering help, giving and accepting a compliment, suggesting an activity, sharing and apologizing.

Next, social skills assessment scales that were developed by Turkish researchers were examined and an item-pool was developed. For example, Hatipoğlu Sümer's (1999) Social Skills Rating System; Çetin, Alpa- Bilbay, and Albayrak- Kaymak's (2003) Social Skills Knowledge Tests, Özbek and Aydın's (2004) Social Skills Scale.

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Finally, when the preliminary form of the scale was obtained, it was given to five judges (a school counselor with master's degree in counseling, a classroom teacher, a Turkish teacher, and two assistant professors of counseling). Based on the suggestions of the judges, the format and the content of the scale were revised. At the end, the Friendship Making Skills Assessment Scale, which consisted of 28 items was pilot tested with a sample of fourth grade students.

3.4.1.1 Pilot Study

In order to ensure about the psychometric properties of the scale, a pilot study was conducted. The scale was administered to 343 students enrolled in 6 schools in Altındağ and Keçiören. The participants were asked to indicate the frequency of friendship making skills that they demonstrated on a five point Likert type scale ranging from 1 (never) to 5 (always). Students' names were requested on the form since experimental and control group subjects were selected depending on FMSAS total scores but they were assured about the confidentiality of their names and their responses. The distribution of the participants by school and gender is presented in Table 3.1.

Table 3.1

Distribution of the Pilot Study Participants by School and Gender

School	Gender	N	%
School 1	Male	26	7.6
	Female	19	5.6
School 2	Male	20	5.8
	Female	23	6.7
School 3	Male	42	12.3
	Female	52	15.2
School 4	Male	23	6.7
	Female	28	8.2
School 5	Male	17	5
	Female	22	6.4
School 6	Male	36	10.5
	Female	35	10.2
	Total	343	100

3.4.1.1.1 Validity and Reliability of FMSAS

An exploratory factor analysis (EFA) was conducted by using Principal Components Analysis with extraction method. Results of the principal component analysis revealed that most of the factors load on one factor, for that reason varimax rotation was not computed. However, it was observed that 4 items did not load strongly on this factor. Therefore, these 4 items were dropped from the FMSAS. Finally, the factor with an Eigenvalue of 7.921 explained the 33.006 % of the variance. The factor was labeled as Friendship Making Skills. The factor, its factor loading, and the content of the items that were clustered under that factor of FMSAS are presented in Table 3.2.

Internal consistency of the Friendship Making Skills Assessment Scale was assessed by computing Cronbach's alpha coefficient, and .90 was found for the total scale. The final version of Friendship Making Skills Assessment Scale consists of 24 items which are rated on a five-point Likert scale and weighted

from 1 (never) to 5 (always). Total scores range from a low of 24 to a high of 120. The higher scores indicate high frequency for demonstration of friendship making skills.

Table 3.2

Factor Loadings of the Items of FMSAS via Principal Component Analysis with Extraction Method

Item No	Items of FMSAS	F1
25	Stating own feelings & thoughts in a conflict	.696
22	Helping when asked	.663
21	Asking for help	.658
14	Offering to play games	.645
23	Helping voluntarily	.644
1	Introducing self	.629
24	Sharing	.610
27	Apologizing	.607
26	Asking feelings and thoughts in a conflict	.606
15	Recognizing others' feelings	.602
9	Listening carefully	.598
20	Accepting a compliment	.595
16	Understanding others' feelings	.588
18	Saying thank you after a compliment	.558
28	Finding a useful solution after a conflict	.546
17	Making a compliment	.544
2	Meeting	.534
11	Obeying rules while playing games	.527
7	Looking at face while listening	.523
19	Saying thank you	.503
3	Beginning a conversation	.474
13	Offering an activity	.447
5	Ending a conversation	.446
12	Learning the rules of games	.435

3.5 Data Collection Procedures

In the present study, data were collected using pre-test and post-test. FMSAS pre-test was administered by the researcher in the meeting rooms of the listed schools to fourth grade students whose parents gave consent and who were willing to participate in the study. FMSAS post-test was administered by the researcher at the group meetings held with the participants in both the experimental and control groups 2 weeks following the Friendship Making Skills Training. It took 15 minutes to respond to the items of FMSAS.

3.6 Training Procedure

Friendship Making Skills Training Program includes 18 friendship making skills. The training program was implemented in the experimental group in 17 sessions over a 9 week period. Each session lasted 40 minutes. Considering the class/course schedule of the experimental group students, sessions were started at 11:30 a.m. on Mondays and Thursdays.

An intake interview with the purpose of giving information about the researcher and the reason for conducting such a training was carried out with the selected participants and their parents. They were also asked if they volunteered to participate in the training, and share their feelings about participating in such an activity.

The training group was carried out by the researcher and each session was tape recorded for supervision. All of the sessions listened by the supervisor of the researcher. Before each session, the researcher discussed plans and strategies for the following session with the supervisor. Control group was not subject to any training and the participating students in this group only joined in pre and post measures.

3.6.1 Training Material

In this section, the development process and the content of the Friendship Making Skills Training Program and the Friendship Making Skills Board Game are presented.

3.6.1.1 Friendship Making Skills Training Program

The "Friendship Making Skills Training with Board Game" used in this study was developed by the researcher with the purpose of helping students to acquire knowledge and practice about friendship making skills so that they have better peer group relations. To begin with, relevant literature was reviewed and the most frequently mentioned friendship making skills were selected (For example, Akkök, 1999; Hartup, 1999; McGinnis & Goldstein, 1984). In addition, social skills and friendship making skills training programs were reviewed (for example, Çetin, Alpa- Bilbay, & Albayrak- Kaymak, 2003; Demir, 2006; Hatipoğlu-Sümer, 1999; Yukay, 2003).

Next, the training program was given to five judges (a school counselor with master's degree in counseling, a classroom teacher, a Turkish teacher, two assistant professors of counseling at METU) to look over the appropriateness of the training to target age group, theoretical base and content of the training. All the judges agreed on the appropriateness of the program to target age group and the comprehensibility of the program. Based on the suggestions of the judges, the format and the content of the program were revised. The final version of the training program includes 18 friendship making skills for fourth graders.

The training program was based on Social Cognitive Learning Theory, and included main techniques in line with this theory, namely, instruction, modeling, rehearsal, feedback, and reinforcement.

Instruction: Informing the participants when and how to use the required skills was an important part of the training. The skills forms that had been prepared by the researcher including the steps for performing the skills were handed out to the participants. They followed the instructions on the form to learn the skill. This instructional component of the training program depended on Structured Learning Program developed by McGinnis and Goldstein (1984).

Modeling: Bandura (1977) proposed that most of the human behavior is learned through modeling, by way of observation. While observing others, the child gets the idea of how and when certain behaviors are performed, and when the child faces with the same situation this coded information guides the behaviors of the child. Depending on this view, the leader (researcher) modeled all the skills to participants in the beginning of each instructional session.

Rehearsal: Rehearsal of the learned material is important for prevention against forgetting. Thus, the game-based sessions provided participants to rehearse the skills learned in the previous instructional session. The game cards including role-playing exercises and situation questions helped them rehearse the learned skills.

Role-playing exercises: Role-playing, the child is asked to take a role to learn appropriate skills, have been used in elementary schools to teach children new social skills. After choosing whether to take a role, the child commits to role and by way of reward, approval or reinforcement, the child learns the targeted skills (McGinnis & Goldstein, 1984). In this training, role-playing exercises took place within board-game and in performance of the skill after instructions.

Situation questions: The child is asked to think about a specific situation which requires him/her to present a friendship making skill. Then, the child gives answers about what to do in such situation. In this training, situation questions took place within board-game and in performance of the skill after instructions.

Homework: Homework was assigned at the end of game-based sessions to facilitate the participants' ability to generalize learned skills to real life social situations. In addition, they were given chance to practice the newly learned skill. Corrective feedback and reinforcement were given in discussion of homework.

Feedback: During the course of training, feedback was given to each participant after role-playing exercises and homework. The aim was to encourage and reinforce them to perform the learned skills in social life situations.

Reinforcement: At the end of each week, participants were rewarded with a star sticker for their attendance and participation to sessions in that week. By this way, students were reinforced to attend all the sessions. In the final sessions, participants who got 8 stickers were rewarded with small presents such as a pencil or a book.

3.6.1.2 Friendship Making Skills Board Game

As part of the training program, in order to facilitate the rehearsal process, a board game was developed by the researcher. This game was based on the board game developed by Hatipoğlu- Sümer's (1999) "Social Life Game". The aim was to help the students to rehearse and practice the taught friendship making skills by use of a board game. This board game format contained a sequence of activities requiring each player to make personal decision in terms of friendship making skills. In each session, one or more friendship making skills were focus of the training.

The board game was based on some rules. In order to be able to play the game, each participant chose a different color of pawn and a dice was thrown, the participants waited for their turn and the game followed on one by one. The board game included role playing and situation cards. For each session, the game cards

were different in terms of teaching the targeted skills. The role-playing cards allowed participants to perform the skills with the other participants. For each role-play, scenarios about friendship making skills were provided. The situation cards made participants think on a situation and tell how he/she may behave in such a situation.

3.6.2 Overview of the Training Sessions

Table 3.3 provides with a general outline of the Friendship Making Skills Training with Board Game. The training program includes two types of sessions: the first type is instructional, including sessions 2, 4, 6, 8, 10, 12, 14, 16; and the second type is game-based, including sessions 3, 5, 7, 9, 11, 13, 15, 17.

Table 3.3

Friendship Making Skills Training Outline

Sessions	Content
1	Getting acquainted, explanation of group norms and training goals
2&3	Meeting with new friends
4&5	Beginning and ending a conversation
6&7	Effective listening
8&9	Playing games, suggesting an activity
10&11	Understanding own feelings and others' feelings
12&13	Making compliments and saying thank you
14&15	Helping and sharing
16&17	Problem solving and apologizing & termination

In each session there are some warm-up exercises most of which were developed by the researcher. Likewise, skills and homework forms, role-play and situational cards in the board game were created by the researcher. However, during development process the researcher was inspired by and got help from previous works of different researchers (e.g., Akkök, 1999; Çetin, Alpa- Bilbay & Albayrak- Kaymak, 2003; Hatipoğlu Sümer, 1999; McGinnis & Goldstein, 1984; Yukay, 2003).

Session I

The first session began with a warm-up exercise that allowed the participants to learn each other's name. The game called "Holding Hands" started with standing in a circle. One by one, each participant firstly said own name and then the name of the participant on the right hand side, and held the hand of that participant. The leader started first and when all the hands were held the game finished. In the second turn, one by one each participant said the names of all other participants in the group. After the exercise, the purpose of the training, the norms and the general rules were explained. Next, the board game, Friendship Making Skills Game, was introduced. Lastly, the participants were asked to decide on a name for the group. The group was called "Friendship Group". To the end of the session, the questions of the participants about the training process were answered. The session terminated by sharing feelings and thoughts about the session.

Sessions II & III

The purposes of these sessions were to teach the participants to meet with new friends and introduce self to these new friends. The second session was instructional, whereas the third session was game-based.

The second session began with a warm-up exercise "Let's Recognize". The

purpose of the exercise was to find the name of a famous character by asking question about him/her. One participant decided on this character and the others tried to find him/her by asking questions. After the exercise, the participants were asked to tell how they feel and behave when they meet with a new friend. Then, the Skills Form-1 was distributed. Next, the leader modeled the appropriate behaviors that are necessary while meeting with a new friend. Last, all participants performed the skills by role-playing and received feedback from the leader. The session ended by summarization and discussion of what had been learned.

In the third session, the skills previously learned in the second session were reintroduced with the board game. Next, the participants were assigned homework. The session finished by summarization and discussion of what has been learned.

Sessions IV & V

The purposes of these sessions were to teach the participants to begin and end a conversation. The fourth session was instructional, whereas the fifth session was game-based.

The fourth session began with discussion of the homework. Following homework discussion, a warm-up exercise "Me on the Mirror" was carried out. The purpose of the exercise was to make participants have physical contact and feel relaxed. Two of the participants stood facing one another. One participant showed behaviors and the other tried to act as if he/she was the acting participant's reflection on a mirror. After the exercise, the participants were asked to talk about the difficulties they experienced before they begin a conversation and when they try to end a conversation. Next, the Skills Form-2 was handed out. Afterwards, the leader modeled the appropriate behaviors while beginning and ending a

conversation. Last, all participants role played the skills and the leader gave them feedback. The session terminated by summarization and discussion of what has been learned.

In the fifth session, the skills previously learned in the fourth session were reintroduced with the board game. Next, the participants were assigned homework. The session terminated by summarization and discussion of what has been learned.

Sessions VI & VII

The purpose of these sessions was to teach the participants listen to effectively. The sixth session was instructional, whereas the seventh session was game-based.

The sixth session began with discussion of the homework. After homework discussion, a warm-up exercise "Listen Carefully" was carried out. The purpose of the exercise was to make participants recognize the importance of effective listening. One voluntary participant talked about an event he/she experienced, at the same time some of the participants started to walk, some did not listen to and talked with each other, and some listened to carefully. When they were asked to tell what he/she had been talking about, only the participants listening to him/her gave correct answers. Next, the participants were asked to tell what kind of difficulties they experienced during performance of this skill. Then, the Skills Form-3 was distributed. Afterwards, the leader modeled the appropriate behaviors of effective listening. All participants role played the skills and the leader gave them feedback. The session terminated by summarization and discussion of what has been learned.

In the seventh session, the skills previously learned in the sixth session were reintroduced with the board game. Next, the participants were assigned

homework. The session ended by summarization and discussion of what has been learned.

Sessions VIII & IX

The purposes of these sessions were to teach participants how to enter games and suggest activity. The eighth session was instructional, whereas the ninth session was game-based.

The eighth session began with discussion of the homework. Then, a warm-up exercise "Let's Find Out" was carried out. The purpose of the exercise was to find out a material that is used in daily life by asking questions about this material. However, this game had some rules and each participant could ask only two questions at a time. In addition, the participants could only answer if he/she picked up his/her hand. After the exercise, the reasons for having rules in games were discussed. The participants were asked to mention the difficulties they experienced during participating in a game or suggesting an activity to friends. Next, the Skills Form-4 was distributed. Afterwards, the leader modeled the appropriate behaviors for participating in a game and suggesting an activity. All participants role played the skills and the leader gave them feedback. The session terminated by summarization and discussion of what has been learned.

In the ninth session, the skills previously learned in the eighth session were reintroduced with the board game. Next, the participants were assigned homework. The session ended by summarization and discussion of what has been learned.

Sessions X & XI

The purposes of these sessions were to teach participants to recognize own and

others' feelings and show this recognition to others. The tenth session was instructional, whereas the eleventh session was game-based.

The tenth session began with discussion of the homework. The participants were asked to tell how they recognize own and others' feelings and how they show that they recognized these feelings in daily life. Additionally, they were asked to talk about the difficulties they experience while performing these skills. Next, the Skills Form-5 was distributed. The leader modeled different ways of reflection of feelings by gestures, facial expressions and actions. The participants told how they behave when they are happy, sad or excited and then feedback was given to each. In the following part of the session, papers and crayons were distributed to participants to draw different facial expressions showing different feelings. The leader distributed previously prepared facial expressions, and a discussion started on the importance of facial expressions. Afterwards, the leader modeled the appropriate ways of expressing feelings. Moreover, the leader said one feeling and asked each participant how they behave when they see that one of the friend is feeling like that and gave feedback. The session ended by summarization and discussion of what has been learned.

In the eleventh session, the skills previously learned in the tenth session were reintroduced with the board game. Next, the participants were assigned homework. The session terminated by summarization and discussion of what has been learned.

Sessions XII & XIII

The purposes of these sessions were to teach participants to make/accept compliment and say thank you. The twelfth session was instructional, whereas the thirteenth session was game-based.

The twelfth session began with discussion of the homework. As a warm-up exercise "Nice Words" was carried out. Papers and pencils were distributed to participants to write down the compliments they heard for their successful behaviors. The purpose was to learn how participants behave after hearing compliments. The participants were asked to talk about the difficulties they experience while complimenting to a friend or accepting a compliment. In addition, they were asked to tell the situations in which they thank to a friend and the difficulties they experience when thanking to a friend. Next, the Skills Form-6 was distributed. The leader complimented to each participant to show the use of the skill. Then, each participant was asked to compliment to one of the participants in the group and feedback was given. The session terminated by summarization and discussion of what has been learned.

In the thirteenth session, the skill previously learned in the twelfth session was reintroduced with the board game. Next, the participants were assigned homework. The session ended by summarization and discussion of what has been learned.

Sessions XIV & XV

The purposes of these sessions were to teach participants how to offer help, give help and share. The fourteenth session was instructional, whereas the fifteenth session was game-based.

The fourteenth session began with discussion of the homework. As a warm-up exercise "Quick Help" (Çetin, Alpa-Bilbay, & Albayrak-Kaymak, 2003) was carried out in the beginning of the session. Each participant took one box having big beads in it and they held the box with reversed hands while walking. The leader gave instructions like "run, jump, forward, backward, quick, and slowdown". If any of the beads fell down, that person stopped walking. The other

participants helped him/her, being careful about own beads, and the game went on. When the exercise finished, the participants were asked to talk about the difficulties they experience while offering help, giving help or sharing with friends in daily life. The leader gave information about how to use the skills. Next, the Skills Form-7 was distributed. Reading the instructions, the leader modeled the appropriate behaviors for offering help and giving help. Each participant performed the skills by offering help and asking for help to the participant sitting next to him/her. Then, the leader gave them feedback. Afterwards, the importance of sharing and its contributions to friendship were discussed. The session terminated by summarization and discussion of what has been learned.

In the fifteenth session, the skills previously learned in the fourteenth session were reintroduced with the board game. Next, the participants were assigned homework. The session ended by summarization and discussion of what has been learned.

Sessions XVI & XVII

The purpose of these sessions was to teach participants problem-solving skills. The sixteenth session was instructional, whereas the seventeenth session was game-based.

The sixteenth session began with discussion of the homework. The participants were asked to talk about the difficulties they experience when they face with problems in their social life. The leader gave information about the skill. Next, the Skills Form-8 was distributed. In purpose of modeling how to perform the skill, the leader mentioned a problematic situation and how she solved it. Next, each participant was asked to state a problem that s/he has experienced with peers recently, and tried to apply the problem solving skills they have learned.

Afterwards, the leader gave them feedback. Last, the participants thought about the situations when apology is necessary and they said their apology for one behavior. The session ended by summarization and discussion of what has been learned.

In the seventeenth session, the skill previously learned in the sixteenth session was reintroduced with the board game. The session terminated by summarization and discussion of what has been learned. The participants shared own feelings and thoughts about participation in this training. The leader appreciated each participant for their contributions and attendance. The day for the post-test was decided on as 2 weeks later.

3.7 Variables

Total score of fourth grade students on friendship making skills was the dependent variable in the present study, whereas participation in Friendship Making Skills Training was the independent variable (group).

Friendship making skills total score: refers to the sum of the individual scores obtained from the FMSAS.

Friendship Making Skills Training (Experimental) Group: is the group of the participants who were randomly assigned to and participated in a 9-week training.

Control Group: is the group of participants who did not receive any training, yet given pre and post tests.

3.8 Data Analysis

Data were analyzed using Mann-Whitney U Tests and Wilcoxon Signed Rank

Tests. Although initially repeated-measure ANOVA had been planned, both the sample size and the results of the preliminary analyses indicated a violation of ANOVA assumptions. It has been stated in the literature that when the parametric procedures have not been met with interval or ratio data, non-parametric procedures can be applied (Forshaw, 2008). Hence, in the present study, non-parametric tests were used as data analysis procedure.

The Mann-Whitney U Test aims to evaluate if two independent samples differ significantly (Forshaw, 2008). For this reason, Mann-Whitney U Tests were used to evaluate the differences between experimental and control groups' pre and post test friendship making skills scores.

The Wilcoxon Signed Rank Test aims to evaluate if two related samples differ significantly (Forshaw, 2008). Therefore, Wilcoxon Signed Rank Tests were used to evaluate the differences between pre and post test friendship making skills scores of experimental group and control group.

All statistical analyses were conducted using the Statistical Package for Social Sciences (SPSS) for Windows 16.00.

3.9 Limitations of the Study

First, the participants of the present study were selected from schools in Altındağ (Aydınlıkevler) and Keçiören (Subayevleri) provinces. Furthermore, although the subjects were assigned randomly to the groups, the participants were not randomly selected. Because the results obtained from a voluntary group, generalizability of the findings to other populations has been limited.

Second, in the present study participants, who obtained low scores from the Friendship Making Skills Assessment Scale, are assumed to have deficits in

friendship making skills. Therefore, other possible explanations regarding the acquisition of friendship skills have not been considered.

Third, friendship making skills training with board game was based on Social Cognitive Learning Theory and was limited to 17 sessions.

Finally, post-test measure was implemented only two weeks after the training. Moreover, follow-up measure was not obtained. Therefore, no empirical evidence was obtained regarding the maintenance of the learned skills.

CHAPTER 4

RESULTS

This chapter demonstrates the results of the study which were obtained by analyzing the data through non-parametric statistical techniques presented in the preceding chapter.

4.1 Results concerning the effects of friendship making skills training with board game on friendship making skills.

In this section, the results regarding the effects of friendship making skills training with board game on the friendship making skills scores of the 4th grade elementary school students are presented.

4.1.1 Results concerning the differences between experimental and control groups in friendship making skills scores.

Two separate Mann-Whitney U Tests were employed to examine the differences between experimental and control groups' pre-test and post-test friendship making skills scores.

The first Mann-Whitney U Test was conducted to evaluate the differences between experimental and control groups' pre-test friendship making skills scores. The results of the analysis are presented in Table 4.1.

Table 4.1

The Mean Ranks of the Experimental and Control Group for Pre-test Friendship Making Skills Scores

Friendship Making Skills	Groups	N	Mean Rank	Sum of Rank	*U*	z	p
			Mann-Whitney U Test				
Total	Experimental	9	11.22	101	25	-1.37	.17
	Control	9	7.78	70			

As shown in Table 4.1, the results of the Mann-Whitney U test indicated no significant difference between the experimental and control groups for pre-test scores (z= -1.37, p= .17). The results revealed that the mean rank of the experimental and control groups total scores were equal before implementing the friendship making skills training with board game.

The second Mann-Whitney U Test was conducted to examine the differences between the experimental and control groups' post-test friendship making skills scores. Table 4.2 demonstrates the results of the Mann-Whitney U test.

Table 4.2

The Mean Ranks of the Experimental and Control Groups for Post-test Friendship Making Skills Scores

Friendship Making Skills	Groups	N	Mean Rank	Sum of Rank	*U*	z	p
			Mann-Whitney U Test				
Total	Experimental	9	10.5	94.5	31.5	-.80	.43
	Control	9	8.5	76.5			

As shown in the table, the results of the Mann-Whitney U test indicated no significant difference between the experimental and control groups for post-test friendship making skills scores (z= -.80 , p= .43).

4.1.2 Results concerning the differences between pre-test and post-test friendship making skills scores in the experimental group.

With the purpose of examining the differences between pre-test and post-test scores of experimental group, Wilcoxon Signed Rank Test was used. Table 4.3 demonstrates the results of the analysis.

Table 4.3

The Results of Wilcoxon Signed Rank Test of Pre-test Post-test

Friendship Making Skills Scores of the Experimental Group

Posttest-Pretest		N	Mean Rank	Sum of Ranks	z	p
	- Ranks	1	5.5	5.5	-2.034	.042
	+ Ranks	8	4.94	39.5		
	Ties	0				
	Total	9				

As demonstrated in the table, the Wilcoxon Signed Rank Test indicated a statistically significant difference between pre-test and post-test scores of experimental group, z= -2.034, p< .05. The negative mean rank was 5.5 whereas the positive mean rank was 4.94. The result shows that the friendship making skills scores of eight participants increased, however the score of one participant decreased following the training.

4.1.3 Results concerning the differences between pre-test and post-test friendship making skills scores in the control group.

In order to assess the differences between pre-test and post-test scores of control group, Wilcoxon Signed Rank Test was used. Table 4.4 demonstrates the results of Wilcoxon Signed Rank Test.

Table 4.4

The Results of Wilcoxon Signed Rank Test for Pretest-Posttest Friendship Making Skills Scores of the Control Group

Posttest-Pretest		N	Mean Rank	Sum of Ranks	z	p
	- Ranks	2	6.5	13	-1.126	.260
	+ Ranks	7	4.57	32		
	Ties	0				
	Total	9				

As shown in the Table 4.4., the Wilcoxon Signed Rank Test revealed no significant difference between pre-test and post-test scores of control group (z= -1.126, p= .260). The negative mean rank was 6.5 whereas the positive mean rank was 4.57. The result shows that although the subjects in the control group did not receive any training, the scores of seven participants increased, however the scores of two participants decreased.

CHAPTER 5

DISCUSSION

This chapter demonstrates discussions regarding the results derived from statistical analysis. The first section is devoted to the discussion on effects of Friendship Making Skills Training with Board Game on friendship making skills of participants. Second section provides the implications drawn from the results of the study. Finally, the third section presents the recommendations for future research and practice.

5.1 The Effects of Friendship Making Skills Training with Board Game

The purpose of this study was to design and investigate the effects of a friendship making skills training with board game on friendship making skills of fourth grade elementary school students. Results revealed that though there was no significant difference between experimental and control groups' Friendship Making Skills Assessment Scale (FMSAS) pre-test and post-test scores, results supported that experimental group participants gained higher total scores at the end of the study.

The main finding of the present study is inconsistent with remarkable studies in the social skills training. For instance, in one of the studies, DeRosier (2004) implemented a social skills training program with the purpose of enhancing social skills of third grade elementary school students. The results of the study indicated that students in the experimental group gained more peer liking and self-esteem when compared with the students in the control group. Similarly, Fox and Boulton (2003) conducted a study to evaluate the effectiveness of social skills training program for victims of bullying. The results indicated a significant increase in self worth of experimental group after the intervention. Likewise, Grizenko et al.

(2000) conducted a study to train elementary school children on social skills. The results indicated that social skills training program including self/other perspective taking was effective in terms of the behaviors necessary at school and the training led to gains maintained at 9-month follow-up. It was concluded that the students in the experimental group showed a significant increase in self-worth when compared with the waiting-list control group. The inconsistency between these studies' findings and the present study's finding may have stemmed from some reasons. For example, implementation of a board game through training process and targeting specifically friendship making skills are new ideas for social skills training programs. Therefore, this inconsistency is not necessarily showing that the training program in the present study is ineffective.

Furthermore, the results of the present study appear to be in line with the studies related to social and friendship skills training conducted in Turkey. For example, Hatipoğlu- Sümer (1999) investigated the effect of social skills training on sociometric status and perceived dimensions of social skills of sixth and seventh grade elementary school students. Although pre-post test results did not show any significant differences among experiment, placebo and control groups, it was observed that an increase occurred in the social skills and sociometry scores of students who were exposed to the training. Yukay (2003) investigated the effect of social skills training on social competence and disruptive social behaviors of third grade elementary school students. The results indicated that the subjects in the experimental group who were exposed to a nine-week social skills training showed an increase in the social competence level and specifically, the students gained competence in relating skills and academic skills. Additionally, Bilgiç (2000) conducted a study to explore the effects of friendship making skills training on elementary school students' loneliness level. The post-test results indicated that a significant decrease occurred in the loneliness level, and it was maintained at one-month follow-up measure. Another study carried out by Demir

(2007) investigated the effect of friendship making skills training on sociometric status of elementary school students. After the training, the social acceptance level of students in the experiment group increased in a positive way.

To sum up, the finding that there is no statistically significant difference between experimental and control group post-test friendship skills scores might have been stemmed from several reasons. Firstly, the participants were assigned to the groups based on their self-report FMSAS scores though the appropriateness of each student in training was discussed with classroom teachers and school counselor. Social desirability, fakebility, response style and acquiescence are the expected limitations for self-report assessments (Özgüven, 1999). Moreover, Spence (2003) stated that relying on information only from one informant or setting represents biased information about the child's social functioning. Generally, the trainer has limited time to make behavioral observations outside the training setting and for that reason interviews should be carried out with the parents and teachers to get knowledge on this issue.

Second, although classroom teachers' and school counselors' opinions were obtained regarding the selected participants' friendship relations in school, the participants were mainly selected among students who reported low friendship making skills. Therefore, use of one criterion may have limited selection of students who have deficiency in friendship making skills and need training on those skills. Another criterion may have been used to provide validity. For example, sociometric measure has been used in many studies and is stated as a promising measure in selecting students having problems with peers (Demir, 2007; Hatipoğlu Sümer, 1999).

Third, the finding that there is no significant difference between experimental and control group may be due to the fact that during a school year friendship relations have changed. Since this study began in the fall term, yet ended in the spring term,

the result could be influenced by the possible changes in peer groups. In a study, carried out by Berndt, Hawkins, and Hoyle (1986), changes in friendship during a school year were examined. According to this study, only 69% of the pairs in the fall term still met the criteria for friendship in the spring term. Friendship relations formed in the fall term in the study group may have strengthened in the spring term and thus control groups' scores may have showed an increase but not at the significant level. On the other hand, the same process can still be true for the experimental group, but with the effect of the training they may have showed a significant improvement. Moreover, the developmental process took place in two months and with maturity children may have formed better friendship relations. Sullivan (1953) proposed that intimacy is a critical determinant of friendship. As the child matures, intimacy in relations increases and this improves friendship relations.

Fourth, full attendance of participants to each training session could not be achieved by the researcher. In each session, one or more different participants were missing. This may have influenced the post-test total scores and led to an increase that was not significant enough when compared with the scores of control group.

Fifth, no follow-up measure was administered. Actually, conflicting results of post-test measures can be clarified by follow-up measures (Farrell, Meyer, Kung & Sullivan, 2001). There was no time for implementing follow-up measure, due to the fact that the training was ended in March and the post-test was administered two weeks later. In addition, statistical analysis took almost one month. Schools would be closed for summer holiday in June, 2009. Therefore, follow-up measure was not administered.

Sixth, the result of the present study can also be explained by several weaknesses of "Friendship Making Skills Training with Board Game" developed by the

researcher. Though the training lasted nine weeks and each session took 40 minutes, it may be still a short duration to teach social skills to elementary school students. In some sessions, more than one skill was introduced and this may have led to confusion. Thus, in each session making one skill the target would have been better for acquisition of the skill. Indeed, Bierman (1986) declared that longer programs teaching few specific skills were more effective than shorter programs.

Seventh, providing a link between home and school is necessary for maintenance of the learned skills. The social environment of the child should be supportive in terms of practice of the newly learned material. In the present study, homework sheets were distributed to participants to encourage them practice the newly learned skill in real life situations. However, only half of the participants were successful at completing homework. At this point the care-givers have big roles to reinforce the child experience and practice the social skill.

To conclude, teachers' and parents' involvement may promote friendship relations and reduce the possible inconsistencies between training program, school and home. Additionally, developing programs with enough time to administer follow-up measurement seems necessary to increase the effectiveness of the training.

5.2 Implications for Practice

The present study has some implications for school counselors and future studies. First of all, the results of this study indicated that psychometric properties of Friendship Making Skills Assessment Scale (FMSAS) were satisfactory. The counselors of elementary schools may implement this scale to find out students having deficiency in friendship skills.

Second, the results of this study suggest that experimental group subjects benefited

from the training and gained an increase in terms of friendship making skills scores. Nevertheless, the Friendship Making Skills Training with Board Game still needs to be improved and revised for further studies. The following studies may consider extending the duration and the content of the training. Additionally, a follow-up measure should be carried out.

5.3 Recommendations for Further Research

1. The present study may be viewed as a pilot study for testing social cognitive learning approach on friendship making skills acquisition of students. Similar studies may be carried out in the future with improving the curriculum of the present friendship making skills training program and using other techniques of social learning cognitive theory.

2. In the present study, students were recruited from relatively middle socio-economic schools. Additionally, gender was not considered in this study. According to Mattaini and McGuire (2006), effectiveness of training programs is influenced by some important factors such as age differences, gender, and socio-economic status. Therefore, future research can be conducted in schools having different socio-economic status and with students from different grade levels. The interaction effect of gender and friendship making skills training can also be examined.

3. More quantitative studies involving more variables are needed to determine if conclusion can be drawn. The effect of middle childhood friendships on psychological and social development through childhood and adolescence periods, peer group functioning, popularity and academic skills of students can be examined in future studies.

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APPENDICES

APPENDIX A
ARKADAŞLIK İLİŞKİLERİ ÖLÇEĞİ

(Sample Items)

Yönerge: Aşağıda, arkadaşlık ilişkileri ile ilgili bazı cümleler verilmiştir. Her bir cümleyi dikkatle okuduktan sonra lütfen fazla zaman kaybetmeden sizin için en doğru olduğunu düşündüğünüz seçeneği işaretleyiniz. Her çocuk birbirinden farklı olduğu için bu cümlelerden herhangi birinin doğru ya da yanlış olması söz konusu değildir. Cümlelerde verilen davranışı ne kadar sıklıkla yaptığınızı düşünerek "hiçbir zaman (1), nadiren (2), bazen (3), çoğu zaman (4), her zaman (5)" seçeneklerinden sizin için en uygun olduğunu düşündüğünüz yalnızca bir seçeneği ilgili dairenin içini karalayarak işaretleyiniz. Katkılarınız için teşekkür ederim.

Duygu Öztürk

ODTÜ, Eğitim Bilimleri Bölümü

	Hiçbir Zaman (1)	Nadiren (2)	Bazen (3)	Çoğu Zaman (4)	Her Zaman (5)
2. Arkadaş olmak istediğim çocuğu tanımak için ona, sorular sorarım.	O	O	O	O	O
9. Bir çocuk konuşurken onu, sözünü kesmeden dikkatle dinlerim.	O	O	O	O	O
15. Bir çocuğun olumlu ya da olumsuz duygularının farkına varırım.	O	O	O	O	O
23. Bir çocuğa isteyerek yardım ederim.	O	O	O	O	O
27. Hata yaptığımda, o çocuktan özür dilerim.	O	O	O	O	O

OYUN İÇERİKLİ ARKADAŞLIK BECERİLERİ EĞİTİMİ

(Sample Sessions)

OTURUM-2: "TANIŞABİLİR MİYİZ?"

Hedefler:

1. Kendini diğer çocuklara tanıtabilme.
2. Arkadaş olmak istediğin yeni çocuk/çocukları tanımaya yönelik sorular sorabilme.

Materyaller:

1. "Hatırlayalım-1" formu.

Süreç:

1. Isınma etkinliği olarak "Bil Bakalım" oyunu oynanır.

Bil Bakalım:

"Gruptan gönüllü bir öğrenci seçilir. Seçilen kişi aklından ünlü bir kişiyi tutacaktır. Bu ünlü kişi, şarkıcı, çizgi film kahramanı ya da dizi oyuncusu olabilir. Gruptaki diğer öğrenciler, sırayla sorular sorarak bu kişiyi bulmaya çalışacaktır. Sorulan sorular bu ünlü kişinin özellikleriyle ilgili ve onu tanımaya yönelik olacaktır."

2. Öğrencilere tanımadıkları bir çocukla tanışırken nasıl davrandıkları, nasıl hissettikleri ve neler yaptıkları sorulur.
3. "Hatırlayalım-1" formları dağıtılır ve o gün öğrenilecek beceri öğrencilere tanıtılır.
4. Grup lideri öğrencilerden kendisine, onu tanımaya yönelik sorular sormalarını ister ve bu sorular üzerine tartışılır.
5. Grup lideri, kendisini yeni tanıştığı birine nasıl tanıttığını model olarak gösterir.
6. Öğrencilerden sırayla yeni bir çocukla tanışıyormuş gibi kendilerini tanıtmaları istenir ve öğrencilere geri bildirim verilir.
7. Oturumun özeti yapılır ve öğrencilere neler öğrendikleri sorulur.

Ek.1: Hatırlayalım.1:

Kendini Tanıtma:

- Önce tanımadığın çocukla tanışıp tanışmak istemediğine karar ver. (Örneğin, sınıfınıza yeni gelen bir öğrenci, apartmanınıza yeni taşınan bir çocuk)
- Doğru zamanı bekle. (Tanışmak istediğin çocuk başka bir işle uğraşmıyor ya da başka biriyle konuşmuyorsa kendini tanıtmak için uygun zaman olabilir.)
- O çocuğun yanına doğru git ve kendini tanıt. (Merhaba; benim adım…)
- Tanışmak istediğin çocuk kendi adını söyleyene kadar bekle. Eğer söylemezse sen sor. (Senin adını öğrenebilir miyim?) (McGinnis & Goldstein, 1984, s.123).

OTURUM-3

Hedefler:

1. İkinci oturumda öğrenilen becerilerin oyunla pekiştirilmesi.

Materyaller:

1. Arkadaşlık Becerileri Oyunu.

2. Oyun Kartları (Rol Yapma Kartları-1, Durum Kartları-1).

3. Öğrenci sayısı kadar farklı renklerde piyon ve 1 tane zar.

4. "Tekrar Edelim-1" formu.

Süreç:

1. İkinci oturumun kısa bir özeti yapılır.

2. "Arkadaşlık Becerileri Oyunu'na" geçilir. Her öğrenciye farklı bir renkte piyon verilir. Öğrencilerden, oyunun başlangıç noktasına kendilerine ait piyonları koymaları istenir. Daha sonra öğrenciler sırayla zar atarlar ve gelen sayı kadar kareyi piyonlarıyla ilerler. Rol yapma veya durum kartlarının olduğu karelere geldiklerinde bir kart çekip, kartta yazılanı uygularlar.

3. "Tekrar Edelim-1" formları dağıtılır.

4. Oturumun özeti yapılır ve öğrencilere neler öğrendikleri sorulur.

Ek.2: Arkadaşlık Becerileri Oyunu İçeriği:

Rol Yapma Kartları-1:

Kart.1:

"Mahalleye yeni bir çocuk geldi ve sen onunla tanışıp arkadaş olmak istiyorsun. Arkadaşlarından gönüllü olan birisini seç ve bize bu durumu birlikte canlandırın. Seçtiğin diğer arkadaşın, mahalleye yeni taşınan çocuk olsun"(McGinnis & Goldstein, 1984, s.123).

Kart.2:

"Sınıf öğretmeniniz sizden bir arkadaşınızı tanıtan bir kompozisyon yazmanızı istedi. Arkadaşına bazı sorular sorarak onu tanımaya çalışacaksın. Gönüllü bir arkadaşını seç, bu kişi tanıtacağın arkadaşın olsun. Bize bu durumu canlandırın." Sorabileceğin bazı sorular şöyle olabilir:

-En sevdiğin oyun hangisi?

-Okul dışında neler yaparsın?

- Kardeşin var mı?

Kart.3:

"Annenle birlikte oyun parkına gittiniz. Annen bir bankta oturup seni izleyeceğini söyledi. Sende orada yalnız oynayan bir çocuk gördün ve onunla oynamaya karar verdin. Onunla nasıl tanışırsın? Arkadaşlarından gönüllü olan birisini seç ve bize bu durumu birlikte canlandırın."

Durum Kartları-1:

Kart.1:

"Sınıfınıza yeni bir öğrenci geldi. Onunla tanışıp arkadaş olmak istiyorsun. Bunu nasıl yaparsın?"

Kart.2:

"Annen evinize seninle yaşıt çocuğu olan bir arkadaşını davet etmiş ve sen bu çocuğu henüz tanımıyorsun. Ama onunla arkadaş olup oyun oynamak istiyorsun.

Bu çocukla nasıl tanışırsın?" (McGinnis & Goldstein, 1984, s.123).

Kart.3:

"Okul korosuna seçildin. Tanışma toplantısına gittiğinde herkesten sırayla kendini tanıtması istendi. Kendini nasıl tanıtırsın?

Ek.3: Tekrar Edelim.1:

1. Bu hafta içinde tanımadığın ama arkadaş olmak istediğin birisiyle tanışmayı dene.

    a. Neler sordun?..

    b. Ne yanıtlar aldın?...

    c. Ne zaman ve nerede denedin?..