

THE EFFECT OF SOCIAL SKILLS TRAINING ON PERCEIVED
DIMENSIONS OF SOCIAL SKILLS AND SOCIOMETRIC STATUS OF
PRIMARY SCHOOL STUDENTS

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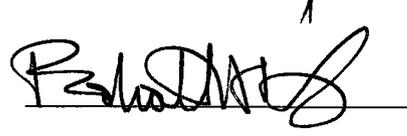
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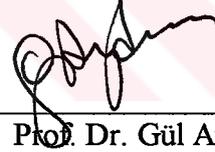
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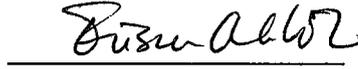
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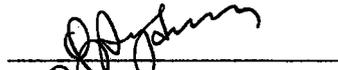
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ABSTRACT

THE EFFECT OF SOCIAL SKILLS TRAINING ON PERCEIVED DIMENSIONS OF SOCIAL SKILLS AND SOCIOMETRIC STATUS OF PRIMARY SCHOOL STUDENTS

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The purpose of the present study, which consists of two phases, is threefold: to determine the dimensions of social skills of 6th and 7th grade level primary school students as perceived by students, their teachers, and parents; to test whether a relationship exists between social skills and sociometric status of the students; and to investigate the effect of a social skills training program on the students' social skills and sociometric status.

The sample of the first phase of the study, consisted of 382 students, their parents and teachers from 4 public primary schools in Ankara. The Social Skills Rating System- Student, Teacher, Parent Forms, and the Sociometric Test were used to collect the survey data.

Principal Components Analysis and Pearson Product Moment Correlation technique were used to analyze the data.

The survey results revealed that academic, emotion, assertion, and conflict management were the common dimensions perceived by the students, their teachers, and parents. The results provided rather a weak evidence concerning the relationship between specific social skills and the development of preadolescent's peer acceptance.

In the second phase of the study, an experimental 3x2 design with one treatment and two control groups, and two measurements was used in order to investigate the effectiveness of the "Social Skills Training Program". Contrary to expectation, the results of the Kruskal-Wallis H Test demonstrated that the "Social Skills Training Program" was not an effective intervention method for teaching social skills to skill deficit subjects and did not improve their sociometric status.

Keywords: Social Skill, Social Skills Training, Sociometric Status, Primary School Students.

ÖZ

SOSYAL BECERİ EĞİTİMİNİN İLKÖĞRETİM ÖĞRENCİLERİNİN
ALGILANAN SOSYAL BECERİ BOYUTLARINA VE SOSYOMETRİK
STATÜLERİNE ETKİSİ

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İki aşamadan oluşan bu çalışmanın üç amacı vardır. Bunlar, ilköğretim 6. ve 7. sınıf öğrencilerinin sosyal beceri boyutlarını öğrenciler, öğretmenler ve velilerin algılarına göre belirlemek; öğrencilerin sosyal becerileri ile sosyometrik statüleri arasında bir ilişki olup olmadığını araştırmak; ve sosyal beceri eğitiminin öğrencilerin sosyal becerileri ve sosyometrik statüleri üzerindeki etkisini araştırmaktır.

Çalışmanın birinci aşamasının örneklemini Ankara ilindeki 4 devlet ilköğretim okulundan seçilmiş 382 öğrenci, velileri ve öğretmenleri oluşturmuştur. Veriler Sosyal Beceri Derecelendirme Ölçeği- Öğrenci, Öğretmen ve Veli Formları, ve Sosyometrik Test kullanılarak toplanmıştır.

Verilerin analizinde açıklayıcı faktör analizi ve Pearson momentler çarpımı korelasyonu tekniği kullanılmıştır.

Bulgular, akademik, duygu, atılganlık ve çatışma yönetimi sosyal beceri boyutlarının öğrenciler, öğretmenler ve veliler tarafından ortak olarak algılanan boyutlar olduğunu göstermiştir. Ayrıca, bulgular bazı sosyal beceriler ile öğrencilerin arkadaşları tarafından kabul görmesi arasında zayıf bir ilişki olduğunu göstermiştir.

Çalışmanın ikinci aşamasında, “Sosyal Beceri Eğitimi Programı”nın etkililiğini araştırmak üzere 3x2, öntest-sontest kontrol grup deney deseni kullanılmıştır. Beklentinin aksine, Kruskal-Wallis H Test analizi, Sosyal Beceri Eğitimi Programının sosyal becerisi yetersiz deneklere sosyal becerileri öğretmede ve sosyometrik statülerini arttırmada etkili bir yöntem olmadığını göstermiştir.

Anahtar Kelimeler: Sosyal Beceri, Sosyal Beceri Eğitimi, Sosyometrik Statü, İlköğretim Okulu Öğrencileri



To my parents

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Humans as social beings need to interact with other individuals. The childhood is the most sensitive period in which socialization is being shaped; therefore, children's interactions with parents serve as the initial channel to learn about social environment and to form social knowledge. When young children venture out from their secure parental attachments, it is the peer relations that draw them into an ever- widening social world (Hartup, 1989). These childhood peer relations become a second source of the companionship, recreation, personal guidance, and emotional support that were previously provided by the family.

Given their functions as agents of comfort and support, it is not surprising to find that the quality of peer relations in childhood is one early forerunners of successful adjustment in adulthood. For example, delinquency among adolescents and young adults has been shown to be closely associated with poor peer relations in childhood. Poor peer relations have also been found to predict a wide range of adult problems, including behavioral difficulties, occupational problems, and marital problems (Sprinthall, & Collins, 1988). Indeed, one of the most frequently cited studies conducted by Cowen et al. (1973) revealed that at the third- grade level, peer ratings, primarily peer rejection, were the more powerful predictors of adult mental health problems 11 to 13 years later than a variety of other traditional predictors such as intellectual ability, school grades, academic achievement, teacher ratings, and self- report data.

In a similar vein, Bagwell, Newcomb, & Bukowski (1998), in a 12 year follow-up investigation, found that friendship and peer rejection have unique implications for adaptive development. Data collected from 30 young adults who had a stable, reciprocal best friend in fifth grade, and 30 who had been chumless revealed that lower levels of preadolescent peer rejection uniquely predicted overall life status adjustment and associated with psychopathological symptoms in adulthood.

Peer relationships may be particularly influential during the preadolescent years when children devote a large portion of school and play time to the interactions with age-mates. Hartup & Sancilio (1986) pointed out that a critical function of friendships in preadolescence is to promote skills and competencies that serve as the building blocks for future relationships (cited in, Bagwell, Newcomb, & Bukowski, 1998). Moreover, developmental studies have shown that the stability and structure of peer group norms begin to change during preadolescence and the social structure begins to crystallize (Bierman & Furman, 1984).

Investigations of children's friendships documenting the differences between children with and without friends have suggested that the behaviors of children without friends set them apart from peers. Further, children with friends are much more socially skilled when compared to children without friends. For example, they are more likely to initiate interactions with peers and to continue those interactions once initiated (Howes, 1983), and help friends accomplish things (Asher, 1995, cited in Doll, 1996). The children without friends are more likely than their classmates to be physically aggressive in elementary grades (Dodge, 1989), verbally aggressive in early adolescence (Coie et al., 1982), unsuccessful in resolving conflicts (Parker & Asher, 1989), are hypersensitive to teasing (Carlson et al., 1984). Therefore, social skills seem to represent the necessary tools that children use to establish and maintain positive relationships with peers.

Although there is no consensus exists on the definition of social skill, it has been

generally defined as a “situation- specific behavior which predicts and / or correlates with important social outcomes such as peer acceptance, popularity, and the judgment of behavior by significant others (e.g., teachers, parents)” (Gresham, 1987).

To function successfully in peer relationships, children require a variety of social skills, including the ability to gain entry to groups and resolve interpersonal conflicts. Kelly (1982), after reviewing research concerning the correlates of peer acceptance has identified the prosocial-play interaction skills in young children including; social initiation, asking and answering questions, greeting peers, cooperation/sharing, affective responsiveness, and praise to peers. Similarly, LaGreca and Santogrossi (1980) have identified nine social skills areas that contribute to positive peer relations. The nine areas include smiling, greeting others, joining ongoing activities, extending invitations, conversational skills, sharing and cooperation, verbal complementing, physical correlates.

According to Hartup (1983) children’s social skills in relating to their peers play a major role in determining popularity. For Asher et al. (1981) popular children are skilled at initiating interaction, maintaining interaction with other children and they are skilled at resolving conflicts. Studies of children’s social skills have typically emphasized that the quality of interaction is the important determinant of social acceptance and popularity rather than the quantity. For instance, Dodge (1983) observed 48 popular and unpopular children’s free play interactive behaviors and concluded that, rejected or neglected boys have approached their peers quite frequently but engaged in physical aggression more than others. Popular boys, on the other hand, refrained from aggression and approached quite positively to their peers. Putallaz (1983) reported that when entering groups, unpopular children seemed to try to exert control and divert the group’s attention to themselves within the ongoing conversations of the group. In contrast, popular children seemed to employ more effective entry strategies in attempting to determine the frame of

reference common to the group members and then, presenting themselves as sharing their frame of reference. Ladd and Oden (1979) found that strategies suggested by unpopular children for helping a distressed peer tended to be unique among the classmates and often situationally inappropriate. In addition, popular children tend to be friendly, socially visible, outgoing in their behavior and reinforcing, in their interactions with others. Conversely, unpopular children tend to show internalizing behaviors such as fear and social withdrawal (Gresham, & Stuart, 1992). Moreover, several studies have shown that children who are rejected by their peers are immature in their social cognition. Compared with popular or average children, for instance, they tend to misinterpret social situations, considering a friendly act to be hostile (Dodge et al., 1984) or, especially when they feel anxious, interpreting accidental harm as intentional (Dodge & Somberg, 1987).

Although having good social skills seem to be related with popularity, there are number of other factors that appear to be related with it. Physical attractiveness is the most widely investigated confounding variable that has long been found to correlate with sociometric status. It has been found that physically attractive children were viewed by their peers as more socially competent, exhibiting more prosocial behavior, and were picked more often as friends than were the unattractive children (Vaugh, & Langlois, 1983). However, Dodge (1983) replicated the finding that physical attractiveness correlated with sociometric status, but found that the relationship between attractiveness and sociometric status was mediated by competence-related factors. Stating differently, better looking children are likely to become more socially effective, but it is their effectiveness in social interactions rather than their physical attractiveness per se that leads to popularity among classmates. Thus, although physical attractiveness may affect ratings of children's social skills, it appears that ratings of physical attractiveness may also be enhanced by good social skills (Calvert, 1988). Currently, Hope and Mindell (1994) found that attractiveness had no effect on

social skill ratings when an individual demonstrated poor social skills, and concluded that physical attractiveness did not compensate for deficits in social skills.

Some theorists agree that social skills deficiencies observed in children result from the difficulties in the acquisition or performance of social behaviors (Bandura, 1977; Ladd, & Mize, 1983). In this view, children who exhibit social skill deficits may either lack knowledge or concepts of appropriate social behavior, or they may lack actual behavioral abilities as a result of the insufficient practice of the skills. In addition, these children may be deficient in giving themselves feedback about their interpersonal encounters. Other theoretical models have also been advanced to explain the factors that contribute to the social skill deficits of children. Based on the earlier theoretical work of Ladd and Mize (1983), Gresham and Elliott (1993) have recently described a model of variables that influence children's social skill deficiencies. According to this model, social skills deficits may result from five factors: (a) a lack of cues or opportunities to learn or perform prosocial behaviors, (b) the presence of interfering problem behaviors that either block acquisition or impede performance of prosocial behaviors, (c) a lack of knowledge, (d) a lack of sufficient practice or feedback on prosocial behavioral performance, and (e) a lack of reinforcement for performance of socially skilled behaviors.

On the basis of the evidence indicating the relationship between a child's social skills deficiency and sociometric status, researchers have developed some intervention strategies designed to teach children social skills which may promote social acceptance and popularity in the peer group.

Social skills training involves a planned and systematic teaching of specific behaviors needed for individuals to function in an effective and satisfying manner (Goldstein et al., 1980). Although social skills training programs are based on a variety of approaches like behavioral, cognitive-behavioral, and social-cognitive,

all have common in their implicit assumptions that:

- unpopular children are deficient in the skills which are needed to elicit positive responses from others,
- social skills training promotes the acquisition of the new prosocial behaviors,
- improved social behavior elicits increasingly positive responses from other children and greater peer acceptance (Bierman, & Furman, 1984).

Kelly (1982) stated that regardless of the type of skill being taught and the nature of client population, all social skills training approaches rely on the social learning theory's principles of instruction, behavior-rehearsal, reinforcement, and feedback to shape more appropriate skill acquisition and performance. One of the earlier studies that compared the differential effectiveness of social skills training methods revealed that neither approach was superior over the others. Thus, the three approaches - modeling alone, coaching alone, and modeling and coaching combined- were found to be similarly effective in increasing the frequency of positive social interactions and sociometric status (Gresham, & Nagle 1980). According to Ladd, and Mize (1983) there are three fundamental processes which underlie all social skills training: instruction, rehearsal, and feedback/reinforcement.

“Instruction: There are two types of instructions; verbal and modeled. Verbal instruction involves the use of spoken language to describe prompt, explain, define, or request social behavior. Modeled instruction involves the use of live or filmed performances or enactments of social skills. The major advantage of the modeled instruction is that children learn how to combine, chain, and sequence behaviors that comprise a particular social skill.

Rehearsal: Rehearsal is the repeated practice of a social skill that promotes retention of the skill concept and more effective behavioral performance. Rehearsal can be verbal, covert, or overt. Verbal rehearsal involves the learner

stating what he or she might do in a particular social situation; covert rehearsal involves the learner thinking, imagining, or self- talking rather than verbalizing or actually performing a social skill; overt rehearsal involves the learner actually performing the social skill.

Feedback/ reinforcement: *Feedback refers to information provided to the learner regarding the correspondence between a social skill performance and a standard performance. Reinforcement involves the presentation or removal of environmental events that increase the frequency of behavior” (p. 131).*

Over the years, a vast number of studies on the efficacy of social skills training with children have reported generally positive results in; peer acceptance (Ladd, 1981); increased interaction with peers (Bierman, Miller, & Stabb, 1987); improved assertive skills (Bornstein, Bellack, & Hersen, 1977), improved sibling relationships (Kramer, & Radey, 1997); and decreased aggressive behaviors (Ison, & Rodriguez, 1997). However, relatively few studies have involved preadolescents (for example; Bierman, & Furman, 1984; Bulkeley, & Cramer, 1990; 1994). The efficacy of social skills training is also reported in these studies.

Gresham (1997), in a review of whether or not social skills training is effective in promoting the acquisition and generalization of prosocial behaviors, states that in order to provide long-term changes, social skills interventions with children and adolescents should be designed according to their skill deficits assessed by using multiple assessment methods. Moreover, Gottman, Gonso, & Schuler (1976) pointed out that “social skill training programs need to demonstrate two things: that they teach the target skills, and that these skills make a difference on the criterion variables such as sociometric position, and significant others judgments of social skills“ (p. 195). Hence, for effectively identifying the social skill deficits, designing the interventions, and evaluating the treatment outcomes, perceptions of students, their teachers, parents, and classmates should be considered.

In conclusion, the literature suggests that social skills deficiency may result in hindering the performance of an individual in social situations which, in turn, leads to unpopularity. Furthermore, research on the social skills training showed that, conducting a training program which includes the social learning theory principles leads to the acquisition of the necessary social skills. If this is the case, improving social skills of children gains more importance because it will lead to an increase in peer acceptance and consequently a decrease in unpopularity.

1.2. Purpose of the Study

The purpose of the present study is threefold: (1) to determine the dimensions of social skills of 6th and 7th grade level Turkish primary school children as perceived by students, teachers and parents, (2) to test the relationship between social skills and sociometric status of 6th and 7th grade Turkish primary school students, and (3) to design and evaluate the effect of a social skills training program, which is based on social learning theory principles, on the social skills and the sociometric status of students.

The research questions can be summarized as follows:

1. How do students, teachers, and parents perceive the social skills of 6th and 7th grade level primary school students?
2. Is there any relationship between sociometric status and social skills of 6th and 7th grade Turkish primary school students?
3. Does the social skills training program have a significant effect on the sociometric status and the social skills of 6th and 7th grade level Turkish primary school students?

1.3. Significance of the Study

The ability to interact successfully with others is one of the most important aspects of human's development. The literature review suggests that socially skilled behavior during childhood and preadolescence seems to be a prerequisite for the development and elaboration of an individual's later interpersonal skills repertoire, and lack of social skills is a strong predictor of later emotional adjustment (Van Hasselt et al., 1979; La Greca, & Santogrossi, 1980; Bagwell, Newcomb, & Bukowski, 1998). If a child is deprived of the peer valued interaction skills during preadolescence period, he or she will have less interpersonal contact with others as the time goes by. By virtue of the reduced peer contact, opportunities will also be lessened to observe, practice, and be reinforced for the acquisition of new and more complex social skills. Skill deficits, during the transition period to adolescence, might then perpetuate circumstances of continued isolation, which precludes the learning of additional skills (Kelly, 1982). In the light of the research evidence, it seems clear that teaching social skills is potentially beneficial and a valuable intervention for children and preadolescents to prevent the occurrence of the more serious problems in future years.

Most of the studies carried out in the social skills field provided rather clear evidence that in order to function successfully in peer relations and to become popular, children and preadolescents need a variety of social skills. Although the relationship between popularity and social skills has been a fruitful research area, there has been a paucity of research into investigating this relationship with preadolescents both in the world and in Turkey. Research in this area is usually confined to the elementary school subjects abroad (for example; Ladd, 1981; Bierman, Miller, & Stabb, 1987). However, no study has yet attempted to identify this possible relation in Turkey and only a few studies reported a relationship between popularity and academic achievement (Hortaçsu, 1994; Topuz, 1995). Thus, it is expected that the present study will contribute to the understanding of

the possible relationship between popularity and social skills deficiency and constitute a base for future studies which will fill the gap in the literature.

In addition, a positive relationship between popularity and academic achievement has been frequently reported in the literature (Kupersmidt, Coie, & Dodge, 1990; Pellegrini, 1992). According to Sullivan (1953), positive, supportive, tension reducing experiences with significant others produce feelings of security, which in turn influence academic success positively. Therefore, increasing students' popularity through social skills training might indirectly influence their academic achievement which seems to be given a primary importance, particularly in the Turkish culture.

Because of the growing evidence that increased competence in social areas can pave the way for academic success and better education, schools are increasingly burdened by the responsibility of training young people not only in basic academic skills but also in coping with complex social and personal problems. School counselors in Turkey might face with some significant assessment and treatment challenges of social skills of students since there has been no developed valid instrument to identify the social skill problems of children and preadolescents. Therefore, developing a valid measure in this study for identifying the perceived social skill dimensions the Turkish primary school students will be the initial step to overcome the assessment difficulties. In addition, most of the research results indicated that no single measure has been adequate to assess the social skills of children and suggested that it is necessary to use a multi-method assessment to overcome the weaknesses of using a single method. For this reason, in the present study, teachers' and parents' perceptions about children's social skills along with the students perceptions, were also measured by developing parallel forms to the student social skills ratings.

Differences among the perceptions of children, their parents and teachers about a

particular child's social skills has been an indirectly investigated area of concern. Several studies assessed the consensus among children's, their parents' and teachers' ratings regarding the child's social skills observed, but these studies were either reported as part of the validity studies of the social skill measures or in efforts to establish a taxonomy of the skills. The present study places a direct emphasis on this issue and directly examines the differences among the perceptions of the related individuals about children's social skills, including the children themselves.

Although there are endeavors to develop school wide classroom based social skills training programs in abroad, for many students, social skills deficits are not limited to the minor difficulties that can be remediated through classroom discussions. Instead, direct and systematic interventions and teaching of specific behaviors are often required. Therefore, the school counseling and guidance services may help primary school students to learn the necessary social skills for gaining peer acceptance through implementing social skills training programs.

Nevertheless, while individual and/or group social skills training procedures have been widely reported abroad, there is no empirically based social skills training program for children and preadolescents in Turkey. Therefore, the present study aims at filling this gap in the Turkish literature and provides an initial step for further studies. Additionally, since many counselors in applied settings recognize the importance of improving their clients' social skills and competency, it is expected that developing such a skill training program will bridge the gap between the research literature concerning social skills training and its application to direct-service settings.

1.4. Definition of Terms

Social skill: Social skill is a situation- specific behavior which predicts and / or

correlates with important social outcomes such as peer acceptance, popularity, and the judgment of behavior by significant others.

Social skills training: It is a planned and systematic teaching of specific social behaviors needed for individuals to function in an effective and satisfying manner.

Sociometric status: It is based on the degree of negative and positive nominations of children received from classmates. Popular children are those who have positive nominations, whereas unpopular children are those who have negative nominations by their classmates.

In the next chapter, the review of the literature related to the social skills is presented. In the third chapter the specific research questions and methods used for sample selection, design of data collection instruments, data collection, training material and procedure, and data analysis are presented. The results and their discussion are presented in the fourth chapter and this is followed by the final chapter on conclusions and implications for practice and research.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the research literature relevant to the purposes of this study is presented. First section provides the different definitions of social skill concept that are offered by many theoreticians and researchers in social science. Second section presents the related studies in the field of social skills assessment. Experimental studies in the field of social skills and examples of social skills training curricula are presented in the third and fourth section respectively. Studies related to social skills training in Turkey is presented in the last section.

2.1. Definition of the Social Skill Concept

The concept of social skill and its content have attracted the attention of many theoreticians and researchers in social science and different definitions have been put forward by them.

In an early definition, Libet and Lewinsohn (1973) defined the social skill as “the complex ability both to emit behaviors that are positively or negatively reinforced, and not to emit behaviors that are punished or extinguished by others” (p. 304). Phillips (1978) defined the social skills as the tools used for initiating and maintaining vital interpersonal relations and interactions between an individual and the environment. In reviewing a number of approaches to the analysis of social skill, Phillips (1978) concluded that a person is socially skilled according to “the extent to which he or she can communicate with others, in a manner that fulfills one’s rights, requirements, satisfactions, or obligations to a reasonable degree

without damaging the other person's similar rights, requirements, satisfactions, or obligations, and hopefully shares these rights, etc. with others in a free and open exchange." (p.13)

In this definition, Phillips (1978) points out that knowing how to behave in a variety of situations is a part of the social skills. This theme is also found in a definition given by Schlundt and McFall (1985) who defined social skills as "the specific component processes that enable an individual to behave in a manner that will be judged as competent" (p.23). In other words, social skills are specific behaviors which lead others to judge whether or not a behavioral performance was competent. This definition tends to view social skill as an ability that a person possesses and adds the dimension of competence because, ultimately, all social behaviors occur in contexts in which others are making judgments regarding the appropriateness or inappropriateness of a given behavior. A different focus has been offered by other theorists, who define social skills in terms of the behavior of the individual. For instance, McGuire and Priestly (1981) regard social skills as "the kinds of behaviors which are basic to effective face- to- face communication between individuals" (p.6).

Michelson, Sugai, Wood, and Kazdin, in evaluating the identifiable features of a social skill, derived six main elements as central to the concept. They noted that social skills:

- 1) are primarily acquired through learning;
- 2) comprise specific, discrete verbal and nonverbal behaviors;
- 3) entail effective, appropriate initiations and responses;
- 4) are interactive in nature, and require appropriate timing and reciprocity of specific behaviors;
- 5) maximize social reinforcement from others;
- 6) are influenced by environmental factors such as the age, gender and status of the other person. (cited in Hargie, Saunders, & Dickson, 1994)

The term social competence has often been considered synonymous and used interchangeably with the social skill concept. A panel of 23 experts commissioned by the United States Office of Child Development in 1973 defined social competence as a multidimensional construct, and identified 29 facets of social competence ranging from gross motor skills to morality (cited in Hughes, & Sullivan, 1988). Hops (1983) made a distinction between these two concepts and stated that competence is a summary term which reflects social judgment about the general quality of an individual's performance in a given situation. However, specific identifiable skills form the basis of socially competent behavior. Recent definitions, also, highlight social interactions and distinguish between the term social skills and social competence (for example, Kerr, & Nelson, 1989; Gresham & Elliott, 1993). In this view, social competence is a global, evaluative term referring to the overall adequacy of a person's social skill performance.

In children's social skill literature, three general types of social skill definitions have been noted (Elliott and Gresham 1987). A peer acceptance definition suggests that social skills are those behaviors of children and adolescents who are accepted by or are popular with their peers; a behavioral definition states that social skills are situation-specific responses which increase the probability of the contingent positive reinforcement and decrease the probability of receiving punishment; and a social validity definition indicates that social skills are situation-specific behaviors which predict and / or correlate with important social outcomes such as peer acceptance, popularity, academic competence, and the judgment of the behaviors by significant others (e.g., teachers, parents).

In the literature, these definitions have been criticized on several grounds. For instance, the peer acceptance definition was criticized for not being able to identify the specific behaviors which help a child to be accepted or rejected by his/her peers. Therefore, it has as a limited use in designing remedial strategies for social skill deficits. On the other hand, behavioral definition of social skills makes it

possible to identify the specific social behaviors in designing intervention strategies to remedy social skills deficits. However, it does not ensure that these social behaviors are socially important or socially significant. Only the social validity definition appears to emphasize both the identification of specific social behaviors and their relation to important social outcomes (Gresham, 1997). This definition has also received strong empirical support by the studies that examine the relationship between situation- specific behaviors and sociometric statuses of children and adolescents.

In conclusion, although the attempts to define the social skill concept proliferate within the literature, the social validity definition which is a hybrid of the peer acceptance and behavioral definitions, provides a more comprehensive definition and promise a future with its empirical support.

2.2 Assessment of the Social Skill

In this section, literature on social skills and sociometric status, factor analytic studies and taxonomies and different assessment methods are presented.

2.2.1. Social Skills and Sociometric Status

Accurate assessment of the social skills that the children possess is important since having social skills appear to be linked with peer acceptance.

Earlier studies have attempted to analyze specific social behaviors that lead to greater peer acceptance of children and adolescents. For instance, Dodge (1983) observed the development of sociometric status in children's peer groups over time. 48 previously unacquainted second grade boys were brought together in 6 play groups of 8 boys each. Play groups met under supervision for 1 hour per session for 8 sessions in a single room. Observers recorded the free- play

interactive behaviors of each boy using a complex “event recording system” developed for the investigation. Video cameras also recorded boys’ behaviors for later analysis. At the conclusion of the eight sessions of each play group, sociometric interviews were conducted with each boy. Status groups of popular, rejected, neglected, controversial, and average boys were identified. The behaviors of these groups were analyzed in an effort to determine the behavioral antecedents of peer status. Boys who were neglected were those who engaged in inappropriate behaviors while rejected boys engaged in physical aggression more than any other group. Popular boys refrained from aggression and were received quite positively by the peers whom they approached. On the other hand, controversial boys engaged in high frequencies of both prosocial and antisocial behaviors.

In a similar vein, Coie and Kupersmidt (1983) conducted a study with 4 fourth grade boys, each from different social status types - rejected, popular, neglected, and average- met in play groups once a week for 6 weeks. Five groups consisted of the boys from the same classroom (familiar), and the other five groups of boys were from 4 different schools (unfamiliar). Within 3 sessions, social status in the groups was highly correlated with school- based status for boys from both familiar and unfamiliar groups. Observations of behaviors coded from videotapes revealed significant distinctive patterns of social interaction for the social status types. Rejected boys were extremely active and aversive but no more physically aversive than average boys, although group members perceived rejected boys as starting fights. Popular boys engaged in more norm setting and were more prosocial in the unfamiliar groups. Although neglected boys were the least interactive and aversive, they were more visible and active in the unfamiliar group and seemed most affected by the new social context. The finding underlines the importance of distinguishing between behaviors associated with the emergence of social status in contrast to those associated with the maintenance of social status.

Frentz (1991) made comparisons from teachers' and self-report judgments of social skills, behavior problems, and academic achievement among 331 popular, controversial, neglected, or rejected adolescents in grades 6- 10. The findings supported the past studies indicating that popular children displayed more socially skilled behaviors and fewer behavior problems than did the rejected children.

Stability of the sociometric measures was also investigated. For instance, one year stability of a frequently used sociometric classification system was investigated with a sample of elementary- age children in fourth grades by Gresham and Stuart (1992). They found that scores upon which sociometric classifications were based were moderately stable, but sociometric status was unstable over 1- year interval.

Currently, Merten (1996) conducted an ethnographic research on rejection and examined the behaviors of four preadolescent boys who were rejected in the 6th grade by their peers. Even though the boys' responses included a variety of changes over time, most of them were ineffective in altering their status in the 7th and 8th grade.

The relationship between children's conflict resolution strategies and peer acceptance has also been investigated in many studies. In one of these studies popular, rejected, and average children's conflict resolution strategies (negotiation, domination, sharing, avoidance and problem solving) were assessed by Kent (1997). Children from different sociometric levels were videotaped while engaged in three separate interactive tasks, a Kinder- egg task designed to assess the children's capacity to negotiate in a limited- resource situation, a coloring task designed to assess the children's ability to share in a limited- resource situation, and a Lego building task designed to assess the children's willingness to interact and/or cooperate with another child. Kent found no significant differences among the negotiation strategies of children in the three sociometric status levels.

The role of gender in children's peer culture was also examined. For example, Adler, Kless, & Adler (1992), between the years of 1987- 1991 gathered data through participant observation with preadolescent elementary school children to focus on the role of popularity in gender socialization. One of the interesting findings showed that popularity of girls' and boys' was influenced by their social skills. Both boys and girls were competent in interpersonal communication skills such as initiating play and other joint activities, providing support to one's peers, and expressing feelings in a positive manner had high popularity.

2.2.2. Factor Analytic Studies and Taxonomies

In social skills literature, special emphasis has been placed on deriving empirically based taxonomies of children and adolescents social and problematic behaviors.

Walker, Stieber, & Eisert (1991) investigated the psychometric characteristics and factorial replicability of the factor structure of the adolescent version of the Walker- McConnell Scale of Social Competence and School Adjustment. Data collected from 266 adolescents were subjected to factor analysis and the results revealed 4 different subscales; self- control, peer relations, school adjustment, and empathy. Self- control dimension includes items like "controls temper", "responds to teasing by ignoring". Peer relations dimension has emphasized both quality and quantity of the interaction of adolescents with peers such as "keeps conversation with peers going", "interacts with a number of different peers". "Doing seatwork assignments", "having good working habits" are the examples of school adjustment dimension. In addition, items that measure "showing sympathy", "being sensitive", and "being considerate" were included in the empathy subscale.

In a factor analytic study, Merrell (1993) has developed and standardized a behavioral rating scale to assess the social competence and antisocial behavior of K- 12 students. The School Social Behavior Scales (SSBS) was standardized,

using teacher ratings on 1858 students across the United States. The factor analysis revealed 3 dimensions; interpersonal skills, self- management skills, and academic skills for social competence scale. Interpersonal skills dimension includes skills such as initiating and joining conversations with peers, being sensitive to others' feelings, complimenting others, and offering help. Self- management skills dimension covers the skills necessary for self-restraint like remaining calm when problems arise, controlling temper when angry. The examples of the items included in the academic skills dimension were listening and following the instructions of teachers, accomplishing the assignments, completing the seatwork without being prompted.

Caldarella and Merrell (1997) reviewed the analysis and synthesis of more than two decades of factor analytic research on child and adolescent social skills and found five behavioral dimensions: peer relations, self management, academic, compliance, and assertion. The Peer Relations dimension occurred in more than one- half of the studies. Behaviors such as complimenting others, offering help to others, initiating and joining in conversations have been associated with this dimension. The Self Management dimension also occurred in more than one- half of the studies. Using self- control, following imposed rules, compromising with others in conflict, responding to teasing were the example items included in this dimension. The Academic dimension occurring in almost one- half of the studies covers the items such as accomplishing assignments, following teacher directions, using free time appropriately and the like. The Compliance dimension was presented in more than one- third of the studies. The Compliance dimension appears to measure the skills such as following instructions, responding appropriately to criticisms, and finishing assignments. The final dimension, Assertion derived in one- third of the studies. Characteristics such as initiating conversations, acknowledging compliments, being self- confident, expressing feelings and joining ongoing activities have been mentioned in this dimension.

Social behaviors of children in different settings were investigated by Togasaki and Sakano (1997). The researchers developed a Social Skills Scale in School and Social Skills Scale at Home to assess the social skills of elementary school Japanese children. Social Skills Scale in School was composed of three factors: behavior to maintain relations, behavior to develop relations, and behavior to participate in relations. Social Skills Scale at Home composed of three factors: behavior to maintain relations, behavior to develop relations, and assertive behavior. The effect of mother's attitude for child rearing on the development of children's social skills and sociometric status in the classroom was also examined. Five hundred sixteen children from 4th to 6th grades completed SSS-S, SSS-H, Test for Relationship between Parents and Children, and the Sociometric Test. Results of the analysis suggested that mother's attitude for child rearing influenced the children's social skills at home, social skills at home influenced for social skills in school, and that social skills in school influenced for Sociometric Status.

2.2.3. Assessment Methods

Numerous assessment methods have been used to evaluate the social skills of children and adolescents. Some researchers have mentioned their lack of confidence to various measures and criticized some of the assessment methods.

The consistency among the dimensions of social competence by using several measures of adaptive behavior, social skills, and peer acceptance was investigated by Gresham, and Reschly (1987). Principal components analysis of the measures revealed that the method of measurement was the most important factor in the assessment of social competence. Thus, correlation analysis showed relatively weak relations among the same social competence rated by different groups of individuals (parents, teachers, students), and measured by different methods.

Behavioral strategies for assessing social skills have been subjected to extensive analysis and criticism. For instance, Bellack (1983) reviewed 35 articles dealing with the assessment of social skills in adults published in the journals in 1980 and 1981, and identified several problems in the behavioral observation assessment of social skills. The problems cover three general topics: the measures employed, the assessment format, and conceptual issues which bear an assessment. According to him, there is a tremendous variability in the selection and definition of target behaviors, specific measurement procedures, and the level of observation which makes the inter- study comparisons difficult.

It has also been argued that in identifying skill deficit individuals social skills role-play assessment has been plagued by a lack of external validity. Selecting role-plays that are personally relevant seems to be one way to prove the validity of role play tests . Rosenfarb and Mintz (1992) assessed the relationship between the personal relevance of role- plays and degree of socially skilled behavior. Results indicated that clients performed most poorly in those role plays that they viewed as most personally relevant. The authors suggested that it might not be critical for counselors to develop role- plays that were more personally relevant; instead, it might be more important for counselors to examine a broad range of social situations. If only personally relevant social skill situations were assessed, an incomplete picture of a client's range of social deficits might be obtained.

Analogue strategies have been adopted frequently in recent years to assess the social behaviors that are important in children's peer relationships. Beck, Forehand, Neeper & Baskin (1982) compared two analogue strategies for assessing children's social skills to determine if the two would yield different response styles. Role- play scenes and a naturalistic scene were utilized. Twelve popular and 12 unpopular children served as subjects and were videotaped in the two analogue situations. Subsequently, children from another school and non professional adults observed the videotapes of the children and assigned global

ratings of likability to each child in each assessment strategy. In addition, naive observers coded 18 behaviors of the children from the videotapes. The results indicated that more prosocial behaviors occurred in the role- play strategy than in the naturalistic strategy. Furthermore, judges assigned higher ratings of likability in the role- play scenes than they did in the naturalistic scene.

Dow (1985) developed an assessment methodology which utilized peer judgments to identify specific problematic conversational behaviors among individual subjects. Forty- two subjects, both males and females, who reported high social avoidance and distress, interacted with three different randomly assigned peers of the opposite sex in dyadic social conversations. The 126 peers suggested specific changes in their partner's conversational behavior using behavioral rating scales and an open- ended format. Each of the nine conversational behaviors which previously had high empirical support was rated by peers to be more important for change than a group of comparison behaviors which had no previous empirical support.

Computer based social skills assessment method was also developed to overcome the shortcomings of direct observation of children's social skills, Bain, Houghton, & Farris (1991) for example, investigated the relationship between interactive video based teacher ratings and direct classroom observation of social skills. The behavior of 25 randomly selected seventh grade children aged between 11 and 12 years was rated by nine teachers using items from an interactive video social skills rating scale. A video camera was then placed in each of the teacher's classrooms for one week to sample the actual behavior of the target children. Measures obtained showed correlations ranging from -0.39 to 0.77 , whilst percentage agreement between rated and actual behavior varied from 28 % to 74 % over the course of the study.

A comparative and integrative review was conducted of six published rating scales commonly used to assess the social skills of preschool and school- aged children in U.S.A. (Demaray et al., 1995). After reviewing the content and use, standardization sample and norms, scores and interpretation, and psychometric properties of the rating scales, researchers concluded that only one instrument seems to be the most comprehensive because of its multi- source approach and intervention linkage.

Teacher's perceptions of students' adaptive school behaviors were investigated by Baker, Mednick, & Hocesvar (1991). The researchers designed and developed the BAMED Teacher Rating Form which reveals information about students on sociability, classroom functioning, academic performance, and impulsivity. The findings indicated that teacher ratings of academic performance and psychosocial functioning were quite independent. Further, teachers were able to observe reliably, and accurately rate behaviors representative of different classes within both the academic and psychosocial functioning domains.

Powless and Elliot (1993) provided a cross- cultural understanding of young children's social behavior and adult's expectations for behavior, and advanced knowledge of inter-rater correlations for the Social Skills Rating System. The sample was consisted of 50 Native American subjects and a matched sample (by age and gender) of 50 white subjects. The results indicated that white preschoolers exhibited social skills more frequently as rated by their teachers and parents, than did the Native American preschoolers. In addition, low correlations were found between the ratings of the importance of social behaviors by teachers of Native American and teachers of white preschoolers and between parents of Native American and parents of white preschoolers. Parents and teachers showed a moderate agreement in their ratings of the frequency of expression of social skills by Native American preschoolers.

In a similar vein, Feng and Cartledge (1996) assessed the social behaviors of 122, fifth grade Asian, African, and European American students through teacher ratings, self- ratings, direct observations, sociometric ratings, and semi-structured interviews. Results yielded that although the differences in the self- assessment of social skills for the three groups were not statistically significant, it is noteworthy that European Americans gave themselves the highest mean ratings, followed by Asian Americans, and African Americans. Teachers perceived African and European American students to have greater social skills deficits and problem behaviors than most of their same- age peers. Moreover, teacher perceptions were only partially supported through direct observations and self reports. Researchers concluded that social skills that facilitate peer preferences were not always the behaviors valued by teachers.

Parents and teachers often are very influential adults in children's and adolescents lives, and thus they can provide important perspectives and information concerning their behaviors. However, as mentioned above in the study of Powless and Elliott, parents' and teachers' ratings of children's and adolescents behavior often agree minimally. Currently, Ruffalo and Elliott (1997) examined the relationships among 42 mother and father pairs, 24 teachers' social skills deficiency ratings, and raters' behavior and situation descriptions of 42 kindergarten through fourth grade students. Mothers' and fathers' social skills frequency and importance ratings for their children were correlated moderately. Researchers found weak correlations between mothers' and teachers' frequency ratings and fathers' and teachers' frequency ratings. The number of behavioral and situational descriptions provided by mothers, fathers, and teachers were also significantly different.

Similarly, Galloway and Porath (1997) compared the parent and teacher perceptions of gifted children's social skills and the importance that these adults attach to different social skills. Data were collected from 23 children whose IQs were ≥ 125 , their parents and teachers. Results of the study indicated that parents'

and teachers' perceptions of children's overall social skills were similar. However, differences in rater perceptions did emerge when specific kinds of social skills were evaluated. For example, teacher ratings of cooperation were significantly higher than parents' ratings and teachers valued cooperation more than did the parents. Parent ratings of assertion were significantly higher than were the teachers' ratings and they valued assertion and self-control over cooperation.

Parent- children rating agreement was also investigated. In a study with 129 third grade children and their parents, Buzelli (1989) found a significant correlation between parent's perceived competence and the ratings of child's perceived competence. Moreover, teacher ratings of children's competence significantly correlated with children's actual competence, but the correlations between parents' ratings of children's competence and children's perceived and actual competence were not significant.

The correspondences among the social skills perceptions of parent, teacher, and student for 26 adolescents' with learning disabilities were examined by Stone (1997). The researcher found that students rated themselves higher in the skill areas than did their parents and teachers. The student-teacher differences were found significant in 6 skill areas, whereas the student-parent differences were found significant in 11 areas. Contrary to previous findings, the parents' ratings were consistent with those of the teachers in 16 areas, however parents rated 5 areas significantly lower than did the teachers.

In summary, the literature review on the assessment of social skills indicates that a multi-method assessment is necessary to overcome the weaknesses of using a single method, and besides the differences, children's, their teachers and parents social skill perceptions should be assessed.

2.3. Social Skills Training

Interest in social behavior per se is certainly not new. What is new is the attention to systematic training approaches that provide for the introduction and mastery of individual skills in a supportive environment and generalization of skills to critical settings.

A behaviorally oriented program for training groups of children in social skills was conducted by La Greca and Santogrossi (1980). The eight skill areas that were defined for training included smiling, greeting, joining, inviting, conversing, sharing and cooperating, complimenting, and grooming. The treatment program consisted of modeling, coaching, and behavioral rehearsal. Thirty children from grade 3-5 were selected on the basis of low peer acceptance rating and were assigned to skills training (SK), attention- placebo (AP), or waiting- list control (WC) group. Measures included a role play of peer interactions, classroom observations of interactions, assessments of social skills knowledge, and peer ratings. Results yielded that, relative to children in the AP and WC groups, SK children demonstrated increased skill usage in role play situation, a greater verbal knowledge of how to interact with peers, and more initiation of peer interactions in school.

The effect of social skills training consisting of instructions, feedback, behavior rehearsal, and modeling was examined by Bornstein, Bellack, & Hersen (1977) in a multiple-baseline analysis of four unassertive elementary school children. Subjects received three- weekly 15 to 30 minute treatment. It was reported that the treatment was effective in that the behaviors selected for modification changed markedly. The effects of treatment generalized from trained to untrained items and gains were maintained at the four week follow- up session.

The effectiveness of social skills training on reducing children's social anxiety was investigated by Haynes-Clements, and Avery (1984). The researchers developed, implemented, and evaluated a social skills training program for shy students. Twelve students (6 males and 6 females) were given 9 hours of social skills training, while twelve other students (6 males and 6 females) served as a waiting-list control group. Before and immediately after training, subjects completed self-report measures to assess social anxiety, cognitive self-statements, and perceived ability to participate actively in social situations. Results indicated that subjects in the experimental group, relative to the control group, significantly decreased their negative self-statements; and increased their perceived ability to participate actively in social situations.

The effect of symbolic modeling in the form of stories in changing young children's sharing behavior and knowledge of sharing was also examined. Alvord and O'Leary (1985) carried out a research with forty-eight kindergarten and nursery school children who displayed a low frequency of sharing. Children were assigned to either experimental and control conditions. The experimental group heard stories and viewed slide tape shows of modeled sharing. The control group heard animal stories and viewed slide tape shows with no modeled sharing. The results demonstrated that the modeling group learned significantly more about sharing than did the control group.

Two other studies have introduced social skills training group procedures but they did not report any findings. For instance, Mehaffey and Sandberg (1992) presented a social skills training group with elementary school children who were referred to counselors because of their lack of social skills. Skills that taught with games and activities were; inviting, sharing and cooperating, participating, conversing, giving information and asking questions, smiling and having fun, complimenting and giving positive feedback, and joining groups.

In a similar vein, Morganett (1994) have developed group agendas with children who are behind in social skill development. An eight sessions group process is designed to help children to learn the specific skills that can help them increase their positive interactions with peers, which in turn increases the chances that they will be able to maintain a healthy friendship. Thus, during sessions, children are provided with the opportunity to see the friendship skills modeled and to practice skills in a safe and supportive environment.

Olivares, Martinez, & Lozano (1997) explored the differential effectiveness of the behaviorally oriented social skills training on 6 to 9 years old children from lower-middle socioeconomic level. Thirty three mother-child couples were selected and assigned to one of the following three conditions: social skills training only with mothers, social skills training with mothers and children, no skills training control group. The results confirmed that the social skills training with mothers strategy was effective in comparison to the control group, but no significant differences were found between the two experimental groups.

Kramer, and Radey (1997) evaluated the effect of social skills training on improving prosocial sibling behaviors of 21 young children. In comparison to control condition, social skills training was associated with mothers' and fathers' reports of increased warmth and decreased rivalry between siblings, and fewer problematic sibling behaviors.

The effect of social skills training on improving sociometric status of students was investigated by several researcher such as Gresham and Nagle (1980) who investigated the effect of social skills training on forty socially isolated (18 boys and 22 girls) third and fourth grade elementary school children. Subjects were exposed to one of four social skills training conditions: coaching (N=10), modeling (N=10), mixed abbreviated modeling and coaching (N=10), and control (N=10). Social isolation was defined as receiving low scores from same- sex peers on two

sociometric rating scales that measured to what degree children like to play and work with each other. Subjects were also characterized as being peer- oriented or non – peer- oriented on the basis of a test designed to measure children’s social interaction preferences. Dependent measures were consisted of two sociometric rating scales, three peer nomination measures, and four categories of behavioral observations regarding initiating and receiving positive and negative peer interactions. Results showed that coaching and modeling were equally effective for teaching social skills to isolated children as measured by both sociometric and behavioral indices. The abbreviated combination of coaching and modeling did not add to the effects achieved by coaching or modeling in isolation. Also, the peer orientation factor proved to be only a relatively weak modulator of responsiveness to social skills training.

Ladd (1981) examined the changes in the low- accepted children’s behavior and peer acceptance by conducting social skills training based on the social learning approach. Third- grade children responded to a sociometric measure and were later observed on targeted social skills. 36 children with low scores on both criteria were randomly assigned to one of the three experimental conditions: skill training, attention control, and non treatment control. Children in the training condition were coached in three social skills: asking questions, leading, and offering support to peers. Sociometric and observational assessments were conducted upon completion of the experimental procedures and at follow- up. Results showed that trained children spent a significantly greater percentage of time engaging in two of the three trained skills at post test and follow- up, whereas control group children either remained the same or declined. Unlike their control group counterparts, trained children evidenced significant and lasting gains in classroom peer acceptance.

In another study, thirty- two boys who were rejected by their peers in grades 1-3 were identified on the basis of the negative sociometric nominations and negative

social behaviors by Bierman, Miller, & Stabb (1987). Subjects were randomly assigned to one of four treatment conditions: a) instructions to promote positive social behavior, b) prohibitions to reduce negative social behavior, c) a combination of instructions and prohibitions, or d) no treatment. Interventions were applied during 10 half- hour school play sessions. Behavioral observations, peer and teacher ratings were collected prior to treatment, immediately after treatment, and at follow- up assessment 6 weeks after treatment. Additional peer and teacher ratings were collected at a 1- year follow- up. Prohibitions combined with a response cost for negative behaviors resulted in immediate and stable declines in negative behavior, and led to temporary increases in positive responses received from peers. Instructions and the reinforcement of specific social skills promoted sustained positive peer interactions 6 weeks after treatment. Only the combination of instructions and prohibitions led to improved sociometric ratings from non target treatment partners.

Mize and Ladd (1990) examined the changes in the behavior and peer acceptance of low- status preschool children as a result of social skill training. Children who had low sociometric status and who were also low in classroom use of social skills were randomly assigned to a skill training group (N= 18) or to an attention control group (N= 15). Children in the training group were coached in four skills: leading peers, asking questions to peers, making comments to peers, and supporting peers. Trained children showed a significant increase in their use of the trained skills, comments, and leads from pretest to posttest, whereas control- group children showed no change. Neither control nor skill-trained children changed significantly on sociometric measures from pretest to posttest. Increased in skill use in the classroom with peers was correlated with improvements in children's knowledge of friendly social strategies from pre- to posttest.

The large number of studies mentioned above have reported the effectiveness of social skills training with children, but relatively few of them have involved the

adolescents. For example, Bierman and Furman (1984) examined the effects of social skills training and peer involvement on the peer acceptance of disliked preadolescents. Fifty six, fifth and sixth grade children who were unaccepted by their peers and deficient in conversational skills were identified and then, randomly assigned to one of four treatment conditions: 1) conversational skills training (individual coaching), 2) peer involvement under superordinate goals (group experience), 3) conversational skills training combined with peer involvement (group experience with coaching), and 4) a no- treatment control. Results indicated that conversational skills training promoted skill acquisition and increased skillful social interactions. Peer involvement increased the peer acceptance and children's self- perceptions of their social efficacy.

In another study, Bierman (1986) examined the changes occurring during social skills training and their relation to treatment outcome. Twenty seven unpopular preadolescents who showed only a few conversational skills during pretreatment observations were engaged in cooperative activities with two socially accepted classmates for ten half- hour sessions. Half of these triads received coaching in conversational skills, while the others received nonspecific adult support during these activities. The quality of social interactions among triad members was evaluated during the sixth and tenth sessions. Children who received social skills training displayed more conversational skills and received more positive peer support during treatment than did the children who did not receive coaching. Coached children increased skill performance over time while non coached children did not change. Furthermore, both conversational skills displayed and positive peer responses received during treatment sessions were positively related to treatment outcome.

Bulkeley and Cramer (1990) investigated the effect of social skills training with young adolescents. Subjects fall within the 12- 13 age range. 18 subjects were assigned to a treatment group (6 boys, 3 girls) and a control group (6 boys, 3

girls). An intervention strategy using group social skills training was run in a secondary school as part of the curriculum. The results obtained from 9 treated subjects on three measures were compared with subjects who had no treatment. Scores were computed before treatment, after treatment, and at follow-up. On two of the measures (self-report, and teacher rating) significant improvements were found in the case of the treated subjects, while there were no improvement in the case of the untreated subjects.

In a different study, Bulkeley and Cramer (1994) compared the differential effectiveness of individualized training and standardized training. They conducted a social skills training program with 12-13 years old adolescents (12 girls and 14 boys). Adolescents were allocated to either an Individualized Training (IT) group (N=14), or a Standardized Training (ST) group (N=12). Therapist effects were controlled by crossing over two pairs of therapists; equal numbers of each group were trained by each pair of the therapists. The program ran over 2 years with each client receiving 10 weeks of consecutive training. Dependent measures included a self-report questionnaire, a sociometric questionnaire, and a role-taking test. The results suggested that individualized training was superior to standardized training on all three measures. In the standard condition there was a significant improvement in self-report, along with a non-significant improvement in sociometric status. The result of this study seems to have important implications for counseling as it shows that best learning occurs when individual training is employed.

Although social skills training programs have been rather popular, several criticisms were directed toward these programs as well. For instance, Kagan (1984) stated that social skills training programs usually rely on behavioral practice, behavioral change and acquisition, and neglect the cognitive change. Kagan (1984), in her study, examined the cognitive component of social skills training, termed as social problem solving skill, and whether change occurs in this

skill as a result of the social skill training. In the end of two consecutive experiments with an adult sample, she found considerable support for the idea that people who lack social skills would also show deficiency in social problem solving skills. Furthermore, the studies showed that despite no explicit problem solving skills had been taught, social skills training facilitated the development of the ability to view situations more flexibly.

In the same vein, Erwin (1993) examined social problem solving ability and peer social behavior in popular and unpopular 5- 6- year old children. Four most popular and four least popular individuals' responses to a series of four social dilemmas were obtained, and the children were videotaped during free class activities. Results showed that popular children gave significantly more effective and relationship oriented responses for resolving social dilemmas than did the unpopular children, and they were involved in more peer interactions, were more positively reinforcing and showed more positive activity when alone.

Several researchers have implemented and empirically tested the different methods in social skills training. For instance, LeCroy (1987) developed a social skills training for children with a game format called "Social Skills Board Game". Before playing the "board game", children received group orientation and learn the basic skills. Then, the group leaders introduced a board game through the fourth and eight sessions depending on the readiness of the particular children in the group and leaders' assessment of their readiness. Eleven children who were selected for social skills groups were randomly divided into social skills game group, or a social skills group conducted without the game. The same leader conducted both groups. Using a pretest-posttest design, children were administered the Children's Action Tendency Scale. Results showed no group differences which indicated that the game format seemed as effective as the standard social skills group, but not more effective.

In another study, a social skills training group for kindergarten children was implemented by Stickel (1990) across Lazarus's seven modalities termed "Basic Id". Groups met for seven sessions, which were held for 20 minutes. The groups began with the more structured activities in the behavior, cognitive, and interpersonal areas, progressed to the less structured affect, imagery, and sensory groups, and finished with the biology/ drugs modality. Teacher observations at the end of the group indicated an increased cooperation and interaction among some children.

Wise, Bundy, Bundy, & Wise (1991) developed a systematic assertiveness training program based on Albert Bandura's Social Cognitive Theory for adolescents. The program, which focused on peer interactions and social responsibility, consisted of six 40- minute semi- weekly sessions and was presented to a class of 22 sixth grade social studies students in a middle school. Cognitive acquisition of the information was measured with multiple- choice tests administered immediately after training and at a 6 month follow- up. Trained students performed significantly better than the control group subjects on the posttest and on the 6 month follow- up, demonstrating that young adolescents can acquire and retain the symbolic information that forms a basis for assertive behavior.

The social skills training program developed by Wise, Bundy, Bundy, & Wise (1991) was expanded to a 12- week program and presented to a group of 28 sixth graders by Thompson, Bundy, & Broncheau (1995). Cognitive acquisition and retention of the symbolic information was measured with a pretest, posttest, and follow- up administration of the multiple choice tests that were designed and used in the prior study. Verbal content of assertive behavior was measured in a pretest and post test role play situation. When trained students were compared to a control group on the symbolic measures, a significant effect for treatment was found. Additionally, boys and girls benefited equally in terms of the cognitive acquisition of assertiveness information from the program. However, the results

did not show that these students were able to demonstrate assertiveness on the behavioral level.

Thompson, Bundy, & Wolfe (1996) implemented an assertiveness training program to 22 fifth graders. Cognitive acquisition and retention of the symbolic assertiveness information were measured with multiple choice pre and post tests. The performance components, including verbal and non verbal aspects of assertive behavior were measured in pretest and posttest role play situations. Results revealed that trained students performed significantly better than did the control group children on the cognitive measure of assertion. In the role- play situations, however, no significant differences found between trained and control groups.

In the literature, a body of research are devoted to the presentation of effectiveness of conflict resolution training programs to improve social skills of children/ adolescents. For example, Moreau (1994) implemented a conflict resolution program for third- grade middle class suburban school children. The program was composed of teaching the prescribed steps for conflict resolution, and teaching conflict resolution for thirty minutes daily, over a six week period. Results demonstrated that after training, students learned how to communicate and parents who adopted a conflict resolution program at home increased the effectiveness of the conflict resolution program.

To conclude, developing and assessing the effectiveness of different social skills training programs have been a fruitful area of interest among the researchers. Despite substantial evidence that show the effectiveness of the social skills training programs, it appears that these programs without parental support have not yet proven to be totally efficient. The literature review suggests that social skills training programs that were combined with parents efforts to reinforce the taught skills seem to produce more beneficial outcomes.

2.4. Social Skills Curriculum

In recent years, beside the intervention programs with children who demonstrate poor social skills, a number of social curricular packages has been introduced to schools for whole class use. The aim is to foster the prosocial behavior of all children and prevent problems of maladjustment at the critical stages in development.

Stephens's (1978) social skills training program was designed for student groups of all ages and for the use of educators. The program provides the teacher with instruction in a variety of directive teaching techniques including; social modeling, social reinforcement, and contingency management. The teacher selects the skill to be taught from the pool of the 136 social skills and also decides upon the teaching technique which seems most applicable to the student's needs. When teaching a new skill, the educator uses the social modeling strategy. Through discussing a story or a film the teacher indicates the value of learning the skill and the specific steps which make up the skill. After modeling the correct behavior and setting –up the role plays in which the students practice the correct behavior, the teacher implements the reinforcement strategy. The program also provides lesson plans for social reinforcement and contingency management technique if the teacher needed to maintain the skill once learned.

Goldstein et al.(1980), have designed a Structural Learning which is a psycho-educational intervention strategy aimed to enhance the prosocial, interpersonal, stress management, and planning skills of the aggressive, withdrawn, immature, and normal adolescents. The program consists of modeling, role playing, performance feedback, and transfer of training. Fifty structured learning skills are developed and divided into six content areas: 1) beginning social skills; 2) advanced social skills; 3) skills for dealing with feelings; 4) skill alternatives to aggression; 5) skills for dealing with stress; 6) planning skills. Each skill to be

taught is outlined in specific behavioral steps. These steps are the framework for the vignettes or stories that are modeled by trainers, and then role played by trainees. Later, trainees receive feedback from the other group members and from the trainers. The optimal sized group for effective Structured Learning consists of five to eight trainees and two trainers.

Hazel et al., (1982) have designed a social skills training program for adolescents in grades six through twelve. The program includes nine lessons with video taped modeling of appropriate and inappropriate social interaction skills. The leader is encouraged to utilize appropriate props for role plays. Feedback is provided at the end of the behavioral rehearsals.

A Social Effectiveness Training Program developed by Jackson, Jackson & Monroe (1983) for elementary school children combines the direct intervention approach with systematic instructional techniques. Seventeen socially validated skills are defined in terms of their specific behavioral components and taught in the demonstration groups, including relaxation scripts, group activities for strengthening each new social skill, and homework and home notes for each skill.

McGinnis et al. (1984) developed a structured learning model for use with handicapped and non handicapped students in the elementary grades. A structured learning strategy is designed to teach the skill deficient child the prosocial alternative behaviors and to facilitate the actual use of these alternatives. Thus, the program provides the teachers of the mainstream and special education classes with both a guiding strategy and concrete techniques for group instruction of prosocial skills. The 60 prosocial skills are divided into the following five skill groups: classroom- survival skills, friendship- making skills, skills for dealing with feelings, skill alternatives to aggression, and skills for dealing with stress.

Model Affective Resource Curriculum (MARC) provides the teacher with lessons for promoting skills in four areas: self- control, interpersonal problem solving, communications and behavioral interactions. Further, each lesson teaches a specific skill or component of a skill. The leader facilitates discussion, models appropriate behavior, assists students in practicing the skill through role- plays, provides feedback, summarizes the lesson, and gives a practice assignment (Cited in Kerr & Nelson, 1989).

The Walker Social Skills Curriculum: The Access Program (1988) is designed to improve the social competence of adolescents in middle and high school settings. Peer related skills, adult related skills, and self related skills are included in the 31 lessons. The program involves the use of role playing and homework assignments.

While most of the social skills training programs have been subjected to extensive classroom, teacher and counselor evaluation before publication, there are a few research studies of the published programs. Among these studies, Morse et al., (1987) examined the differential effects of two social skills curricula termed ACCEPTS and DUSO-R on children's social skills and self- esteem. ACCEPTS was originally implemented to teach the social behavioral competencies to handicapped children. DUSO and its revised form DUSO-R was developed to assist children in understanding themselves better, developing positive self- images, developing an awareness of the relationship between themselves and others, and recognizing their own goals and needs. In a pretest/ posttest design, children were randomly assigned to one of the two experimental conditions: A DUSO-R curriculum (N= 5), and an ACCEPTS curriculum group (N= 10). Control group children (N=10) did not participate in the program. The results indicated that the ACCEPTS program displayed greater efficacy with respect to social behavioral adjustment, while the DUSO-R program was better on variables related to self- adjustment.

Verduyn, Lord, & Forrest (1990) evaluated the effectiveness of a school- based social skills program which could be used by teachers. The subjects were 34 children in the second, third, and fourth years at middle school (age 10 to 13 years). The subjects selected were allocated at random to eight sessions of social skills training with four booster sessions and to a no treatment control group. Change was assessed by teacher, parent, and self- report measures. Results suggested a significant improvement in social activity, parental report of increased social behavior and self- esteem in the treatment as compared to the control group, which persisted at 6 months follow- up.

Empirically based peace education curriculum was also utilized to increase the social skills of children. For instance, to increase the social skills of second graders, a 32- week peace education curriculum was taught to 135 students (Tillman, 1995). Pre-curriculum observations, interviews and teacher questionnaires indicated that students did not show proper respect for teachers, adult personnel, peers, and the main problems cited were fighting, unresolved disputes, and the use of unacceptable language. The curriculum was used to teach children to solve problems peacefully through the use of activities such as role playing; modeling; reading, writing and publishing stories with conflict and peace themes in school newspaper; and group discussion. Results yielded that after the curriculum was used, 80% of students learned to express respect for teachers, adults, and peers; 80% improved the use of acceptable language, and 70% learned to exhibit prosocial behavior and were able to resolve conflicts independently.

The effect of the cooperative learning in fostering the social skills of students was examined by Jordan, and Metais (1997). A ten week program of cooperative learning with a class of 10- 12- years- olds, was implemented for developing their social skills along with the academic ones. Classroom activities provided specific training, and required pupils to use and monitor the use of the identified social skills. Task- oriented skills included sharing, persuading and managing time; and

person- oriented skills covered being positive, valuing others and conflict resolution. Results revealed that the social interactions became more varied and the interpersonal relationships of the previously isolated students improved, both with their peers and with the teachers.

In summary, the new trend for effectively teaching children the necessary social skills seems to be developing the school-wide curricula and implementing them to all classes. Majority of these programs are implemented by the class teachers, not by the counselors. The idea of utilizing the teachers in promoting the social skills of children is certainly contemporary as it challenges the usual academic orientation of teachers and encourages them to assume a more holistic approach while dealing with their students. However, since only a few of the published programs seem to have strong empirical support, researchers appear to treat them cautiously at present. It seems that the more empirical support are provided the more these programs will spread.

2.5. Social Skill Studies in Turkey

Experimental studies that assess the effectiveness of the different social skills training strategies have begun to appear in Turkish literature since late 1980's.

Akkök and Sucuoğlu (1988a) conducted a study with 14 kindergarten children and their parents to examine the effect of parental guidance on improving social skills of their children. In the experimental group, during 8 weeks social skills training, parents were informed about the activities and were asked to conduct those activities with their children. Activities covered the following skills : introducing himself/ herself; dealing with difficult situations; understanding and expressing his/ her feelings; sharing; asking questions; understanding others feelings; and accepting consequences. Before and after training, Social Skills Observation Questionnaire were completed by parents to assess their child's social skills in social situations.



Results indicated that children in the experimental group, relative to the control group, improved their social skills. However, no significant difference was observed between pre and post test scores of the children in the experimental group. Later, a 3 months follow- up study was conducted with 12 parents and their children of the previous sample (Akkök & Sucuoğlu, 1988b). Results revealed that children in the experimental group showed a significant increase in their use of the trained skills from post test to follow- up, whereas the control- group children showed no change.

Yüksel (1997) examined the effect of a social skills training program on university student's social skill level. Sixty six volunteer students were randomly assigned to experimental (N=33) and control groups (N=33). The experimental group received nine week social skills training, which was based on Ellis' Rational Emotive Therapy principles. Results indicated that the social skills training program have an effect on the overall social skill level of experimental group subjects. In addition, subjects in the experimental group showed a significant increase in emotionality subscale score. However, no significant difference was found between experimental and control group subjects' scores on emotional expression, emotional control, social expression, and social control subscales.

In another study, Yüksel (1998) carried out the reliability and validity studies of the Social Skills Inventory which was developed and revised by Riggio, on 182 undergraduate university students. For reliability, Cronbach Alpha internal consistency and test- retest; for validity, concurrent validity and content validity techniques were utilized. Findings indicated that the validity and reliability evidence for the scale was satisfactory and Social Skills Inventory could be used for Turkish undergraduate university students.

The first preventive measure taken by Ministry of Education was to support the publication of social skills manuals designed for primary school students to teach

skills through activities. Akkök (1996a, 1996b) prepared a manual consisting of 42 activities covering the following areas: beginning social skills, skills for cooperative work, skills for dealing with feelings, skill alternatives to aggression, skills for dealing with stress, and planning- problem solving skills. The activities provide teachers and parents a guide for instruction in social skills.

Aydın (1985) examined the relative effectiveness of success training and social skills training on the alleviation of helpless attribution style and improvement of peer relations of elementary school students. 30 unpopular and helpless subjects were assigned to success training, social skills training, and control conditions. Social skills training lasted 10 sessions. At each session, subjects were read a short story, then were asked to role play it. Each story contained a message to attribute failure to lack of effort rather than ability. In the success training condition, subjects were presented with bogus social success tests and were given a predetermined ninety percent success feedback at the end of each session. The results indicated a significant improvement in attribution and sociometric scores of social skills training group after treatment.

Çulha, and Dereli (1987) examined the effects of assertiveness training on secondary school students. 24 unassertive students who were identified by Rathus Assertiveness Inventory were randomly assigned to experimental and control groups. The experimental group received seven sessions 45 minute training program. The results revealed that the assertiveness training program was effective for increasing the assertiveness levels of the experimental group subjects.

Aladağ (1998) designed a human relations training program and evaluated its effectiveness on interpersonal styles of university students. Twenty one preparatory school students were assigned to treatment (N=8) and control (N=13) groups. The experimental group received weekly 2 hours treatment over 10 weeks on the following interpersonal skills: First contact, trust, self- disclosure, feedback,

nonverbal expression of feelings, verbal expression of feelings, listening-responding, conflict, interpersonal relationship, and developing relationships. Training for each skill began with an 1) initial instruction by describing and discussing the skill didactically; 2) role- playing and rehearsal opportunities with feedback; 3) implementation of structured group exercises; and 4) giving assignments for further explorations. Results indicated that at the end of the training program, subjects in the treatment group learned to become more persistent, and to stay cool and calm even under stressful situations as compared to the control group. Additionally, the results of the sociometric measure suggested that the treatment group subjects became closer to one another and experienced mutual understanding.

As documented above, the Turkish studies investigating the social skill concept, its correlates and remediation are rather limited. The existing literature consists of a few experimental studies that aim to improve the social skills of students. Furthermore, there appear no descriptive studies regarding social skill and its possible correlates. In short, Turkish social skill literature seems to be experiencing its early childhood and certainly needs to receive the attention of the researchers.

In the next chapter of the study, the method used for investigating the effectiveness of social skills training program is presented.

CHAPTER III

METHOD

In the previous chapter, literature related to the variables considered in this study was reviewed. This chapter is devoted to the presentation of the overall design of the study, research questions, variables, data collection instruments, population and sample selection, data collection and training procedures, training material, data analysis procedure, and the limitations of the study.

3.1. Overall Design of the Study

The present study consists of two phases. The first phase was designed to determine the dimensions of social skills of 6th and 7th grade primary school students as perceived by students, teachers, and parents, and to test whether a relationship exists between social skills and sociometric status of students. The second phase, the experimental phase, was designed to investigate the effect of social skills training program on the 6th and 7th grade primary school children's social skills and sociometric status.

The sample of the first phase of the study, consisted of students, their parents and teachers from 4 public primary schools in different regions of Ankara. The Social Skills Rating System- Student, Teacher, Parent Forms, and Sociometric Test were used to collect the data. In the second phase of the study, an experimental 3x2 design with one treatment and two control groups (placebo-attention control, and

no-treatment control) and two measurements (pre- post) was used in order to investigate the effectiveness of the “Social Skills Training Program” which was developed by the researcher.

Descriptive and inferential analyses were conducted on both survey and experimental data.

3.2. Research Questions

The following research questions were asked in the first and second phase of the present study.

First Phase

1. In which dimensions do students, teachers, and parents perceive the social skills of the 6th and 7th grade level primary school students?
2. Is there any significant relationship between the sociometric status and the dimensions of social skills as perceived by the 6th and 7th grade level primary school students?

Second Phase

3. Does the social skills training program have a significant effect on the sociometric status and the social skills of 6th and 7th grade level primary school students?

3.3. Variables

Group: refers to the treatment conditions that the subjects were assigned and categorized as experimental (1), placebo- attention control (2), and no-treatment control (3).

Sociometric Score: refers to the sum of the positive and negative peer nominations received by a student.

Student Rating Score: refers to the sum of the children's self ratings of social skills as measured by the Social Skills Rating System- Student Form.

Teacher Rating Score: refers to the sum of the teacher's ratings of social skills of children as measured by Social Skills Rating System- Teacher Form.

Parent Rating Score: refers to the sum of the parent's ratings of social skills of their children as measured by Social Skills Rating System- Parent Form.

3.4. Development of Data Collection Instruments

3.4.1. Sociometric Test

The most common approach to assessing popularity has been to ask children to nominate peers, the assumption being that a child's peers should be the best judges of that child's standing among peers. Such peer- based evaluations of social standing are referred to as sociometric technique (Asher & Hymel, 1981). Peer nomination involves asking children in a classroom to select one or more classmates who fit the certain criteria (e.g., most liked, best friend, preferred playmate). Negative nominations are also requested (e.g., least liked, non-preferred playmate). Children's sociometric status is based on the number of nominations received for a given criterion. Although peer nominations have been criticized and numerous studies have attested to its validity, it is frequently mentioned that information provided by peers cannot be obtained from other sources and therefore represent unique and potentially valuable data regarding a child's social skills (Gresham & Elliott, 1990).

In the present study the Sociometric Test has been prepared by the researcher to assess the popularity level of the subjects (Appendix A). The first item of the test asks the subjects to nominate, in order of preference, the three classmates whom they would like to be friends. Second item asks the subjects to nominate, in order of preference, the three classmates whom they would least like to be friends. In calculating the sociometric scores of each subject, the following procedure was used. First, each positive nomination that the subject received was scored +3 for the first, +2 for the second, and +1 for the third rank. Negative nominations were scored in a reversed manner. The total of the positive scores was subtracted from the total negative scores and constituted a subject's sociometric score. Thus, the subjects who have the popularity scores below 0 were accepted as unpopular, and subjects who have the popularity scores above 0 were accepted as popular students.

3.4.1.1. Reliability Evidence of the Sociometric Test

For the purpose of obtaining evidence for reliability, the Sociometric Test was administered twice to 289 (146 females and 143 males), 6th and 7th grade primary school students. The three-week test- retest correlation coefficient was 0.86 ($p < .01$), which yielded satisfactory evidence for the test and ensured that the nominations did not vary significantly when no intervention was made.

3.4.1.2. Validity Evidence of the Sociometric Test

For obtaining the concurrent validity of the Sociometric Test, the correlation coefficient between the Social Skills Rating System-Teacher Form and Sociometric Test was calculated.

Sociometric Test was administered to 343 6th and 7th grade level primary school students, and their class teachers were instructed to rate each student in their

classes by using the Social Skills Rating System- Teacher Form. The correlation coefficient found between the two measures was moderate and at the significant level ($r = .31, p < .01$).

3.4.2. The Social Skills Rating System – Student Form (SSRS-S)

The SSRS-S Form was developed by the researcher in order to assess 6th and 7th grade children's social skills.

For the purpose of developing the rating system, the literature regarding social skills, social competence and the contents of social skills training curricula were reviewed. Moreover, in order to obtain the information for the socially valid, acceptable skills for target population, the following three open- ended questions were prepared and asked to 6th grade primary school students: (1) What kind of social skills are necessary to initiate a friendship? (2) What kind of social skills are necessary in relating with the peers? and (3) In which circumstances do you prefer to end your friendship? The data collected from 218 students' responses to three open- ended questions were content analyzed and the experimental form of the Rating System was prepared. The most frequently mentioned social skills were included in the rating system. This form, then, was given to seven judges (three academicians, two school counselors, and two primary school teachers) to assess the clarity of the items and appropriateness of the items in fitting the concept of the social skill. Based on the suggestions of the judges several items were added to the rating system, several of them were changed, the language and the content were clarified, and the final form of the Rating System was obtained and pilot tested with a sample of 178, 6th and 7th grade level students.

After pilot testing (presented on page 51), the first form which included 55 items was revised. Final form of SSRS-S consists of 42 social skills items which cover a

variety of social skill dimensions like academic, emotion, assertion, conflict management, accepting consequences, and initiation skills (Appendix B).

In SSRS-S, social skills are rated on a five point Likert type scale. The weight for every answer changes between 5 (always) to 1 (never) and only the second item scored in a reverse direction. The highest and lowest total social skills scores range from 46 (low social skills score) to 206 (high social skills score).

3.4.3. The Social Skills Rating System- Teacher Form (SSRS-T)

Recently, ratings provided by adults, particularly teachers, have been used to assess the social skills of children. Elliott and Gresham (1987) stated that “having teachers evaluate behaviors ensures the social validity of the behaviors being assessed and has implications for selecting target behaviors for intervention”. Further, Dökmen (1995) points out that such teacher-based evaluation of social skills provide an evidence for the validity of the sociometric measure. Therefore, in the present study for the purposes of identifying the children’s use of social skills in the school environment, providing evidence for validity of the sociometric test, and obtaining the perceptions of the teachers, the Teacher Form, as a parallel form to the Social Skills Rating System-Student Form, was developed by the researcher.

SSRS-T includes 42 social skills in academic, conflict management, emotion, and assertion subscales (Appendix C).

In SSRS-T, teachers rate the frequency of performed social skills of students’ on a five point Likert type scale from 5 (always) to 1 (never), and the second item scored in a reverse direction. An additional response category “not observed” was included for the skills that might not be observed by the teachers. Teachers’ responses to the total scales range from 46 (low social skill score) to 206 (high social skill score).

3.4.4. The Social Skills Rating System- Parent Form (SSRS-P)

Parents can provide important perspectives and information concerning children's behavior, since they have a chance to observe their child's behavior across time and diverse situations. For this reason, the Social Skills Rating System- Parent Form was constructed as a parallel form to the Social Skills Rating System-Student Form by the researcher.

The parent version of the SSRS is composed of 40 items which measure social skills including the ones which occur in social situations at home. SSRS-P includes conflict management, emotion, academic, politeness, and assertion dimensions (Appendix D).

In SSRS-P, parents rate their child's social skills on a five point Likert type frequency scale from 5 (always) to 1 (never), and the second item scored in a reverse direction. An additional response category "not observed" was included for the skills that may not be observed by parents. Parents' responses to the total scales range from 44 (low social skill score) to 196 (high social skill score).

3.4.5. Pilot Testing of Social Skills Rating System

After the assessment of the Social Skills Rating System-Student form by academicians and specialists, a pilot study was conducted in 3 public and 1 private primary schools in Ankara metropolitan area. These participating schools were selected on the basis of their representation of different socioeconomic levels. In each school one 6 or 7 grade level class was randomly selected and the Social Skills Rating Scale was administered to a total of 178 students (72 females, 106 males).

Considering the difficulties encountered during the data collection process, and the criticisms of students and teachers to several items which were found to be ambiguous, some items were eliminated, several items were rewritten and additional items were added by the researcher.

The face validity of the revised form was obtained by having the form evaluated by eight academicians (six from Guidance and Counseling division, one from Measurement and Evaluation division of the Educational Sciences Department, and one from the Turkish Language and Literature Department), three school counselors, two primary school teachers, two parents and two students. The group of judges determined the clarity of the items, and ensured that the items have covered the targeted social skills. The final revision of the instrument led to a total of 42 items and this shortened form was administered to 382 (170 females, 212 males) 6th and 7th grade primary school students. The Teacher Form and the Parent Form were constructed in a similar fashion and applied to the teachers' and parents' of the same group of children.

Internal consistency of the Social Skills Rating System was assessed by computing Cronbach's coefficient alpha for each subscale scores of Student, Teacher, and Parent Forms of the scale.

For the academic, emotion, assertion, conflict management, accepting consequences, and initiation subscales of the SSRS-Student Form, the coefficient alphas were 0.65, 0.60, 0.48, 0.48, 0.52, and 0.56 respectively.

For the academic, conflict management, emotion, and assertion subscales of the SSRS-Teacher Form, the coefficient alphas were 0.95, 0.88, 0.88, and 0.88 respectively.

For the conflict management, emotion, academic, politeness, and assertion subscales of the SSRS-Parent Form, the coefficient alphas were 0.76, 0.74, 0.69, 0.58 and 0.61 respectively.

The overall reliability Alpha coefficients for the Student, Teacher, and Parent versions of the Social Skills Rating System were 0.84, 0.95, and 0.84, respectively. These results indicated that all three forms of the SSRS had high internal consistency.

As it will be discussed in Chapter IV in detail, principal components analysis suggested meaningful dimensions in Student, Teacher, and Parent versions of the Social Skills Rating System which was considered as the evidence for the construct validity of the instrument.

3.5. Population and Sample Selection

The population of this study included all public primary school students, their parents and teachers in Ankara metropolitan area.

In the first phase of the study, the sample included 382 (170 females, 212 males), 6th and 7th grade level primary school students, their parents, and class teachers. All subjects were presented with the Social Skills Rating System, which includes separate rating forms for students, teachers and parents. Sociometric nominations were obtained from the students' classmates.

The student subjects' rating scores ranged from 105 to 204 with a mean of 166.288 and a standard deviation of 17.426 on the Social Skills Rating System-Student Form, 57 to 206 with a mean of 144.527 and a standard deviation of 34.114 on the Social Skills Rating System- Teacher Form, and 92 to 196 with a mean of 151.843 and a standard deviation of 20.978 on the Social Skills Rating

System- Parent Form. The sociometric score of the students ranged from -56.00 to +34.00 with a mean of 0.268 and a standard deviation of 10.316.

Cut off scores were established to identify the social skill deficient and unpopular subjects for the second phase of the study. Cut off score for the Social Skills Rating System-Student Form was computed by subtracting one standard deviation score (SD= 17.426) from the mean score (X=166.288). Therefore, students scoring below the cut off score of 148,862 (~ 149) were considered as skill deficient. Cut off score for the Sociometric Test, as explained in detail in the instrumentation section, was accepted as below 0. Forty two students from the sample of the 382 subjects met the selection criteria for the experimental phase and 24 of them (7 females, 17 males) were randomly selected and assigned to one treatment, and two control group conditions. After the onset of the training procedure, two subjects - one in the training group and the other in the no treatment control group- quit the school, and a parent of placebo attention control group subject did not give consent for his participation. For this reason, these three subjects were excluded from the study.

21 social skill deficient and unpopular (6 females, 15 males), 6th and 7th grade level primary school students, their parents and class teachers constituted the final sample of the second phase of the study.

3.6. Data Collection Procedures

The first phase of the study was conducted in four primary public schools located in Ankara. Students (N= 382) completed the Social Skills Rating System- Student Form and the Sociometric Test in their classrooms, with the instructions provided by the researcher to the entire class. The students completed the forms independently in approximately 15 minutes. All subjects were assured of the confidentiality of their responses and were instructed to refrain from revealing their

nominations to others while they have done with the Sociometric Test. Students were also given the Social Skills Rating System-Parent Forms to be completed and returned by their parents. Although the number of the parent forms was the same as the student forms, inclusion of the entire sample of parents was not possible since some parents failed to return the forms. The return rate for the parent sample was 58 % (N= 222).

Eight, 6th and 7th grade class teachers completed the Social Skills Rating System-Teacher Form for all of the students in their classes. The researcher told the teachers that she wishes to investigate the social behaviors of 6th and 7th grade level students, and explained them how to complete the rating scale. The return rate for the teacher sample was 91 % (N= 348).

After administering the instruments, subjects who were identified as social skill deficient and unpopular were randomly assigned to one of the following three conditions: social skills training group, placebo- attention control group and no-treatment control group.

Before the training procedure began, preliminary analyses were performed to examine the equivalence of the groups on the dependent measures at pretests. Four separate Kruskal-Wallice H Tests were carried out in order to make sure that there were no significant differences among the mean social skill scores obtained from the Social Skills Rating System-Student, Teacher, and Parent Forms and the sociometric scores of the three groups' subjects. Results indicated that except the social skill score obtained from teacher form, there were no significant differences among the mean social skill and sociometric scores of the three groups' subjects ($\chi^2 = .464$ for SSRS-S, $\chi^2 = 10,305$, $p < .01$ for SSRS-T, $\chi^2 = 1,183$ for SSRS-P, and $\chi^2 = .059$ for the Sociometric Test respectively).

3.7. Training Procedures

Social Skills Training Group: “Social Skills Training Program”, which includes 42 prosocial skills, was introduced to subjects over a period of 10 sessions (Appendix E). The sessions were held twice weekly for approximately 45 minutes over 5 weeks. The subjects were withdrawn from class activities by prior arrangement with the school principal. School Principal’s room was used for the sessions.

Before the training began, an intake interview with subjects was conducted in a secluded area outside the classrooms. During the interview, the researcher introduced herself and explained that in that school several extra curricular activity groups had been established, and the group to which they were selected aimed to teach some skills through role playing in a theatre game. The place, duration of the group and the limits that should be followed in the group were explained. Subjects were also given an opportunity to discuss any feelings they had about participating and withdrawing if they wished before the onset of the group procedure.

The training group was conducted by the researcher herself and each session was tape recorded for supervision.

Each session, except the 10th one, followed the same structure including:

- Providing snacks to create a warm atmosphere
- Brief discussion of homework given in the previous session
- Warm-up exercises related to the social skills presented
- Introduction of the theme of the session and the related scenario
- Casting the roles and reading the scenario
- Discussing the social skill strategies included in the scenario
- Discussing the similarities and differences between subjects and skill deficient characters in the scenario

- Summing up, and homework assignments (see Appendix E for the summary of the sessions)

The tenth session was devoted to the presentation of a social skills board game developed by the researcher. In the tenth session, the researcher explained the rationale and purpose of playing the game to the subjects in the training group and told them that the game was a nice way to practice the learned social skills. This session took approximately 1 hour 30 minutes and the group terminated with the expression of positive feelings, wishes and encouragement toward its members.

Placebo-attention Control Group: The subjects in the control condition were taken out of the classrooms in order to prevent either a positive or a negative effect on the sociometric scores of the subjects. Subjects spent the same amount of time with the researcher as did the social skills training group subjects (twice weekly for approximately 45 minutes over 5 weeks).

Subjects in the placebo attention control group were given puzzles to be solved individually and verbal interactions among the members were prevented.

No-treatment Control Group: Subjects in this group only participated in the pre- and posttreatment assessments. No training was provided.

Two weeks after the training was completed, post test evaluations were made through applying the Social Skills Rating System-Student, Teacher, Parent Forms to the subjects in social skills training, placebo-attention control and no-treatment control groups, and the Sociometric Test was administered to the subjects' classmates.

3.7.1. Training Material

In the present study, “Social Skills Training Program” which was developed by the researcher, was used as the training material. This program was based on Social Learning Theory’s principles and composed of instruction, rehearsal, and feedback/reinforcement processes. The program, which aimed at remediating the inappropriate social behaviors of children and preadolescents, was based on a remedial approach. It had also a developmental focus, since the program ultimately intended to develop the social skills of the children and preadolescents.

Instruction process: Instructions for social skill strategies were introduced and taught to the experimental group subjects through the scenarios written by the researcher. The rationale behind the selection of scenarios as an instruction material was that children and adolescents were more likely to imitate prosocial behaviors when exposed to symbolic models that could be presented in various ways, for instance, human or cartoon characters performing behaviors on film, videotape, television (Friedrich & Stein, 1975; O’Connor, 1969; Sprafkin, Liebert, & Poulos, 1975), or stories (Alvord, & O’Leary, 1985; Aydin, 1985; Cartledge, 1984). Based on the evidence provided in the literature, it was assumed that characters in the scenarios not only provided social skill strategies and taught the prosocial model behaviors, but facilitated the recall and execution of the desired behaviors as well.

To facilitate the tendency of the subjects to imitate the modeled behavior, the following criteria were established for the selection of characters in the scenarios:

- model or models should represent the familiar life-style, age- level, and should be socially skillful,
- the consequence of the action carried out by the model should be successful and positively reinforced and therefore lead to vicarious learning.

Social skill strategies presented in the scenarios were selected from Goldstein et al. "Structured Learning Program" (1980) and Jackson, Jackson, & Monroe "Getting Along with Others Program" (1983). These programs have empirical evidence, many of which are mentioned in the review of Goldstein et. al. (1986), on training children and adolescents in empathy, negotiating, assertiveness, following instructions, self-control, and perspective taking prosocial skills.

The validity of the scenarios was obtained in several steps. First, scenarios were given to one primary school teacher and two primary school counselors to judge whether the language used and content of the scenarios were appropriate for the students' developmental level. After the suggested changes were made, the scenarios were given to two academicians who work in the field of Guidance and Psychological Counseling. They were asked to evaluate the scenarios on the following grounds: whether 1) the model child/ or children in each scenario represented socially skillful individuals and demonstrated the appropriate prosocial skills, 2) the consequence of each prosocial behavior produced peer acceptance, and finally 3) the steps of social skill strategies followed in the scenarios were consistent with the Structured Learning method and covered all the steps of each skill.

Some critical comments regarding the scenarios were received from the judges and necessary changes were made accordingly.

Rehearsal process: Homework assignments (Appendix F) were set for the subjects, in order to stimulate them to practice the taught skill/skills in real life. To assist subjects to remember the steps of each social skill strategies, Reminders (*Unutma!*) were prepared (Appendix G). Furthermore, a game session was held by implementing the features of the social skills training program into daily social contacts and assisting children to exercise various social skills which were taught during nine sessions. For the game session, a social skills board game, called

“Social Life Game” (Sosyal Yasam Oyunu) was designed by the researcher (Appendix H). “Social Life Game” follows a conventional board game format which requires a sequence of activities involving the order of the players’ turns and the sequence of decisions or steps that each player must take.

In the present study, each subject in the experimental group was instructed to take a turn rolling one die and moved a marker counterclockwise around the board. The player then either responded to a question like “tell us something you like about yourself”, initiated a behavior like “compliment the person on your left”, or “picked a card”. The game cards designed to cover the following three areas: (1) role plays, (2) feelings, and (3) play time. The statements written on the game cards intended to elicit responses from the subjects regarding various social situations and emotions. For example, one of the role play cards says “A friend borrowed your book and lost it. How would you control yourself?” or one of the feeling cards says “You felt disappointed because a friend promised to go to a movie with you, but he/she could not go. How would you express your feeling?”, or one of the play time card says “Your friend wants to play ‘Yakan Top’, but you want to play ‘Kukalı Saklambaç’. How would you negotiate?” During the game, subjects were prompted and reinforced for socially appropriate and skillful verbalizations.

Feedback/ reinforcement process: The final component of the social skills training program was providing feedback and reinforcement. In the scenarios vicarious reinforcement was intended to be given. During the sessions direct positive reinforcement was used whenever possible by the trainer to strengthen the appropriate verbal and nonverbal responses on the part of subjects. Reinforcement by peers was also strongly encouraged. Corrective feedback was provided after the discussion of each homework assignment.

3.8. Data Analysis

Principal Components Analysis, Pearson Product Moment Correlation, and Kruskal-Wallis H Test were used to analyze the data.

Three separate Principal Components Analyses were carried out in order to identify the perceived dimensions of Social Skills Rating System – Student, Teacher and Parent Forms.

Pearson Product-Moment Correlation was used to explore the relationship between the dimensions of Social Skills Rating System-Student Form and the sociometric scores of students.

Four separate Kruskal-Wallis H Tests were employed to the *gain* scores of the treatment and two control groups' subjects in order to investigate the effect of 'Social Skills Training Program' on the social skill ratings of students, teachers, parents in the perceived dimensions of Social Skills Rating System-Student, Parent and Teacher Forms, and sociometric status of the subjects. The reason for employing the statistical tests to the gain scores of the treatment and control groups' subjects was the inequivalence of the SSRS scores of the teachers on dependent measures at pretest which otherwise would produce a ceiling effect at posttest.

All the analyses were carried out by the SPSS for Windows 8.00 package program. The .05 level was established as a criterion of statistical significance for all the statistical procedures performed.

3.9. Limitations

Several limitations of the present study merit further investigation.

First, in the first phase of the study data could not be collected from a large sample which would have been necessary for obtaining more reliable factors.

Second, after principal components analysis several items of the Social Skills Rating System were excluded, which might have led to a content limitation of the instrument.

Third, in the present study, skill deficit hypothesis was assumed to explain the possible relationship between sociometric status and social skills of primary school students and other possible theoretical explanations were not considered.

Fourth, in the second phase of the study the sample included 6th and 7th grade level primary school students. The results of this study could only be generalized to this group of subjects.

Fifth, the type of training offered in this study was based on the Social Learning Theory principles and limited to 10 sessions.

In the next chapter the results obtained by employing Principal Components analysis, Pearson Product-Moment Correlation, and Kruskal-Wallis H Tests, are presented. At the end of each section interpretations and discussions of the results are provided.

CHAPTER IV

RESULTS

This chapter consists of three major sections. In the first section, the results of the principal components analysis, which were conducted to investigate the perceived dimensions of Social Skills Rating System-Student, Teacher, and Parent Forms, are presented.

In the second section, the results of Pearson Product Moment Correlation which was carried out to investigate the relationship between sociometric status and the dimensions of the social skill as perceived by the students are presented.

The results of Kruskal-Wallis H Tests, which were carried out to investigate the effect of the Social Skills Training Program on the sociometric status and the social skills of 6th and 7th grade level primary school students, are presented in the third section.

4.1. Results Concerning the Perceived Dimensions of Social Skills Rating System (SSRS)

One of the research questions of the present study was “In which dimensions do students, teachers, and parents perceive the social skills of 6th and 7th grade primary school students”. For the purpose of answering this question, principal components analysis with varimax rotation was employed to the data obtained from students’, teachers’, and parents’ rating forms separately.

4.1.1. Results Concerning the Perceived Dimensions of Social Skills Rating System- Student Form (SSRS-S)

In order to determine the dimensions of Social Skills Rating System-Student Form, the data obtained from the 382, 6th and 7th grade primary school students were analyzed by using principal components analysis with varimax rotation.

Results of the principal components analysis for the SSRS-S revealed 13 factors with Eigenvalues above 1, which were 6.350, 2.331, 1.826, 1.449, 1.431, 1.370, 1.287, 1.226, 1.205, 1.150, 1.137, 1.029, and 1.011 respectively. These thirteen dimensions explained 54.29 % of the variance. In the next step, items clustered within each dimension were examined in terms of their content. Close investigation of the item content revealed six meaningful dimensions. Those dimensions and their ranges of factor loadings were (1) academic, .641- .416, (2) emotion, .673- .328, (3) assertion, .641- .595, (4) conflict management .633- .511, (5) accepting consequences, .609- .492, and (6) initiation, .688- .350. A list of the six dimensions, their factor loadings, and the content of the items that were grouped under those dimensions are presented in Table 4.1.

Table 4.1. Factor loadings and communalities of the items of the Social Skills Rating System-Student Form obtained via principal components analysis with varimax rotation (This instrument was administered in Turkish)

<i>Item No</i>	<i>Items of SSRS-S</i>	F1	F2	F3	F4	F5	F6	<i>Comm</i>
27	Bringing materials to class regularly	.641	.098	.074	.002	-.035	-.002	.527
15	Bringing assignments on time	.640	-.046	.033	.072	.011	.092	.505
9	Doing seat-work assignments	.637	.143	-.031	.170	.088	.197	.545
3	Working industriously to achieve a goal	.494	.135	.203	-.169	.008	-.053	.636
8	Correcting mistakes	.416	.011	.019	-.127	.292	.071	.534
26	Understanding the	.072	.673	.121	.039	.050	.063	.539

21	feelings of others Expressing the feelings of others	.150	.571	.339	.053	.178	.040	.614
24	Knowing his/her own feelings	.075	.552	-.049	.104	-.056	.132	.494
20	Recognizing the feelings of others	-.085	.500	.020	-.062	.049	.157	.543
38	Handling criticisms constructively	.069	.328	.248	.151	.126	.033	.488
31	Asking friends for help easily	.064	-.054	.641	.018	.037	.060	.556
1	Expressing his/her own feelings to friends	.083	.166	.611	.082	.162	.117	.576
36	Giving a compliment to friends	-.068	.237	.595	.090	.049	-.014	.543
35	Dealing with his/her anger effectively	-.016	.038	.068	.633	.073	.000	.437
39	Avoiding trouble with others	.066	.013	.086	.575	.090	-.007	.501
12	Responding to teasing effectively	.288	.253	-.029	.511	.214	.052	.532
7	Accepting deserved consequences of wrongdoing	.009	.053	.121	.129	.609	.121	.450
5	Avoiding behaviors causing subsequent embarrassment	-.034	.032	-.175	.036	.571	.015	.518
11	Apologizing easily	.075	.045	.161	.061	.565	.029	.523
28	Dealing with failure and try to solve problems	.200	.002	.163	.328	.492	-.078	.623
6	Introducing oneself to others	.034	.233	-.098	.127	.019	.688	.638
40	Participating in class discussions	.174	.121	.087	-.219	.130	.556	.582
14	Being enthusiastic for group work	.202	-.070	.111	.023	.129	.554	.458
33	Starting a conversation easily	-.019	.315	.267	-.061	-.069	.409	.479
18	Offering leisure time activities to friends	-.038	.059	.296	.165	-.032	.350	.540

4.1.2. Results Concerning the Perceived Dimensions of Social Skills Rating System- Teacher Form (SSRS-T)

For the purpose of determining the dimensions of Social Skills Rating System-Teacher Form, the data obtained from the 348, 6th and 7th grade primary school students' teachers were analyzed by using principal components analysis with varimax rotation.

Results of the principal components analysis for the SSRS-T revealed 7 factors with Eigenvalues above 1, which were 17.610, 3.037, 2.144, 1.474, 1,242, 1.093, and 1.041 respectively. These seven dimensions explained 65.81 % of the variance. In the next step, items clustered within each dimension were examined in terms of their content. Close investigation of item content revealed four meaningful dimensions. Those dimensions and their range of factor loadings were (1) academic, .828-.574, (2) conflict management, .705- .442, (3) emotion .814- .593, and (4) assertion, .755- .329. A list of four dimensions, their factor loadings and the content of the items that were grouped under those dimensions are presented in Table 4.2.

Table 4.2. Factor loadings and communalities of the items of Social Skills Rating System-Teacher Form obtained via principal components analysis with varimax rotation (This instrument was administered in Turkish)

<i>Item No</i>	Items of SSRS-T	F1	F2	F3	F4	<i>Comm</i>
41	Following the instructions of teachers	.828	.199	.103	.060	.769
15	Bringing assignments on time	.823	.220	.105	.224	.816
27	Bringing materials to class regularly	.795	.171	.143	.103	.753
9	Doing seat-work assignments	.790	.279	.106	.175	.772
4	Listening others carefully	.726	.186	.193	.236	.692
14	Being enthusiastic for group work	.698	.179	.142	.310	.665
3	Working industriously to achieve a goal	.668	.171	.202	.340	.685
8	Correcting mistakes	.630	.429	.160	.186	.672
40	Participating in class discussions	.610	.052	.374	.375	.733
22	Saying thank you easily	.607	.111	.269	.386	.699

32	Dealing with failure and solving problems	.591	.288	.276	.258	.609
25	Ignoring distractions and concentrating on a task	.586	.260	.142	.107	.562
30	Being honest	.574	.214	.101	.057	.624
12	Responding to teasing effectively	.318	.705	.127	.102	.663
35	Dealing with his/her anger effectively	.099	.616	.332	.263	.656
7	Accepting deserved consequences of wrongdoing	.176	.606	.054	.287	.720
13	Expressing opinions politely even contrary to the opinions of others	.359	.601	.240	.193	.589
28	Accepting "No"	.460	.597	.201	.046	.634
38	Handling criticisms constructively	.357	.566	.264	.112	.566
39	Avoiding trouble with others	.524	.547	.109	-.014	.614
5	Avoiding behaviors causing subsequent embarrassment	.510	.442	.103	.067	.653
21	Expressing the feelings of others	.105	.077	.814	.282	.771
20	Recognizing the feelings of others	.162	.126	.810	.257	.784
24	Knowing his/her own feelings	.178	.135	.804	.140	.718
26	Understanding the feelings of others	.307	.263	.699	.087	.674
23	Rewarding himself/herself	.240	.136	.595	.149	.639
36	Giving a compliment to friends	.049	.434	.593	.161	.613
33	Starting a conversation easily	.210	.121	.123	.755	.670
31	Asking friends for help easily	.286	.153	.133	.694	.634
18	Offering leisure time activities to friends	.282	.114	.272	.636	.651
1	Expressing his/her own feelings to friends	.295	.060	.359	.631	.671
6	Introducing himself/herself to others	.161	.144	.326	.631	.566
10	Offering help to friends	.468	.301	.189	.400	.570
34	Establishing eye-contact	.590	.114	.122	.379	.543
11	Apologizing easily	.427	.333	.157	.329	.561

4.1.3. Results Concerning the Perceived Dimensions of Social Skills Rating System- Parent Form (SSRS-P)

In order to determine the dimensions of Social Skills Rating System- Parent Form, the data obtained from the 222, 6th and 7th grade primary school students' parents were analyzed by using principal components analysis with varimax rotation.

Results of principal components analysis for the SSRS-P revealed 13 factors with Eigenvalues above 1, which were 7.108, 2.770, 1.890, 1.818, 1.601, 1.439, 1.312, 1.246, 1.200, 1.129, 1.102, 1.045, and 1.012 respectively. These thirteen dimensions explained 61.67 % of the variance. In the next step, items clustered within each dimension were examined in terms of their content. Close investigation of item content revealed five meaningful dimensions. Those dimensions and their range of factor loadings were (1) conflict management, .673- .357, (2) emotion, .757- .404, (3) academic, .693- .317, (4) politeness, .739- .686, and (5) assertion, .691- .452. A list of five dimensions, their factor loadings, and the content of items that were grouped under those dimensions are presented in Table 4.3.

Table 4.3. Factor loadings and communalities of the items of the Social Skills Rating System-Parent Form obtained via principal components analysis with varimax rotation (This instrument was administered in Turkish)

<i>Item No</i>	Items of SSRS-P	F1	F2	F3	F4	F5	<i>Comm</i>
33	Dealing with his/her anger effectively	.673	.143	.066	-.032	.056	.624
39	Following instructions	.547	.121	.231	.331	.046	.604
4	Listening others carefully	.547	.090	.214	.116	-.033	.509
30	Dealing with failure and solving problems	.544	-.002	.412	-.069	.162	.687
36	Handling criticisms constructively	.506	.092	-.080	.224	.073	.608
8	Correcting mistakes	.497	.172	.431	.290	-.037	.647
26	Accepting "No"	.357	.153	.131	.461	-.006	.580
18	Recognizing the feelings of others	.089	.757	.101	-.144	.116	.690
19	Expressing the feelings of others	-.043	.750	.069	.133	.095	.674
22	Knowing his/her own feelings	.128	.687	.191	-.049	.072	.609
24	Understanding the feelings of others	.261	.473	-.118	.078	.188	.501
34	Giving a compliment to friends	.118	.473	-.017	.165	.166	.652
28	Being honest	.184	.404	.104	.203	-.113	.507
3	Working industriously to achieve his/her goal	.109	.171	.693	-.055	.046	.669
9	Doing his/her homework on	.257	.068	.655	.205	.013	.668

23	time Ignoring distractions and concentrating on a task	.095	.122	.628	.270	-.039	.544
30	Dealing with failure and solving problems	.544	-.002	.412	-.069	.162	.687
35	Following the rules in games	.196	.082	.317	.199	.072	.493
11	Apologizing easily	.062	-.018	.116	.739	.129	.625
20	Saying thank you easily	.168	-.038	.148	.686	.160	.683
31	Starting a conversation easily	.005	.095	.028	.066	.691	.609
6	Introducing himself/herself to others easily	.060	.074	.033	.175	.670	.693
1	Expressing his/her own feelings to friends	.101	.125	.047	.119	.566	.635
29	Asking friends for help easily	.065	.081	-.104	.070	.500	.605
38	Participating in an ongoing conversation with others	-.129	.048	-.051	-.270	.452	.639

4.1.4. Interpretation of the Results Concerning the Dimensions of Social Skills Rating System (SSRS) as Perceived by the Students, Teachers, and Parents

This section of the study is aimed at exploring the differences in the dimensions of Social Skills Rating System as perceived by the students, their teachers and parents.

The results of the Principal Components Analysis which were carried out to analyze the data obtained from 382 students, their teachers and parents revealed that there were some similarities among students, teachers, and parents in the perceived dimensions of Social Skills Rating System (SSRS).

The results showed that the Academic dimension appeared in the SSRS-S, SSRS-T, and SSRS-P Forms, and close examination of the items revealed that this dimension was dominated by the social skills that reflect a child or adolescent who might be called as a productive worker. In the Student Form, the emphasis was on the skills like “Bringing materials to class regularly”, “Bringing assignments on time”, “Doing seat-work assignments”, “Working industriously to achieve a goal”,

and “Correcting mistakes” which seem necessary to promote their school success. The results obtained from the Teacher Form showed a different student profile, and the skills of ‘ideal’, well behaved students such as participating in class activities, studying hard, being honest, listening to and following the instructions of teachers, solving problems and dealing with failure and being polite toward others, were emphasized. Related to teachers’ conceptualization of academic social skills, a similar discussion appeared in Hersh and Walker’s (1983) article. This article suggested that “listening to the teacher, completing tasks, and complying with teacher instructions” were the necessary behavioral repertoire of students for successful academic environment. The authors concluded that the behavioral profile for a given student would most likely be a student who “stays in his/her seat, attends to the instruction, completes the tasks independently, complies with teacher requests, and follows classroom rules” which was consistent with the ideal student profile found in the present study. Further, in the Parent Form, the characteristics of the ideal school- aged children such as finishing their homework even distracted by others, and obeying the rules were mentioned. Two items “Doing seat-work (or homework) assignments” and “Working industriously to achieve a goal” were found to be common among students, teachers, and parents for the Academic dimension and seem to summarize the desired academic skills for ‘ideal’ student behaviors. The content of the Academic dimension of Social Skills Rating System (SSRS) was consistent with those of the taxonomy established by Caldarella and Merrell (1997). In an effort to derive empirically based taxonomy of social skills of children and adolescents, they found that 47.62 % of the studies reported the academic dimension which included similar social skills.

The Emotion dimension occurred in all three forms of SSRS, and four items “Understanding the feelings of others”, “Expressing the feelings of others”, “Knowing his/her own feelings”, “Recognizing the feelings of others” were found to be common among students, teachers, and parents. The picture that emerges here is a child or preadolescent who has an empathetic understanding, is sensitive and considerate toward others and has perspective taking ability. The children’s

understanding of their own emotions appears to be the base for the ability to identify and share the emotional experiences of others. In other words, Emotion dimension seems to tap the emotional responsiveness aspect of the social skills, which may permit preadolescents/adolescents to adapt to a variety of situations, and to be more effective interpersonally. Other studies in the literature found similar dimensions. For instance, Walker, Stieber, & Eisert (1991) in a factor analytic study of Walker-McConnell Scale of Social Competence and School Adjustment found an Empathy subscale in the Teacher Version. This subscale powerfully discriminated antisocial from at risk control students in the middle school grade range, and the items included in this subscale are similar to the items in the Emotion dimension of the SSRS-Student, Teacher, and Parent Forms. Gresham and Elliott (1990) also identified an empathy factor on their Student Self Report Measure. However, they did not find the same structure on the teacher and parent version.

The results of the present study indicated that the Assertion dimension appeared in all the SSRS-S, SSRS-T, and SSRS-P Forms, and only two items “Asking friends for help easily”, “Expressing his/her own feelings to friends” were found to be common among students, teachers, and parents. It was also observed that the Assertion dimension in the Teacher and Parent Forms which includes social skills such as “Starting a conversation easily”, “Introducing himself/herself to others easily”, “Offering leisure time activities to friends”, “Participating in an ongoing conversation with others”, seemed to split into two dimensions in the Student Form. The first part of this dimension was labeled as Assertion and the second half of that dimension was labeled as Initiation in the student form. Social skills in the Initiation dimension resemble the skills in the Assertion dimension of the Teacher and Parent Forms. Five primary social skills which appear to reflect a child or preadolescent who might be called outgoing or extraverted by others were associated with this dimension. The skills such as “Introducing oneself to others”, “Participating in class discussions”, “Being enthusiastic for group work”, “Starting

a conversation easily”, and “Offering leisure time activities to friends” describe this dimension. These social skills were also parallel to the skills such as “sociability and being outgoing, social participation, and being good company” which were found to be correlates of peer acceptance in a number of studies (cited in Cartledge & Milburn, 1986). Caldarella and Merrell (1997) also found that 33.3% of the studies they reviewed included the assertion dimension which was dominated by the social skills similar to the skills included in the present study.

The Conflict Management dimension occurred in all three forms of the SSRS, but only one item “Dealing with his/her anger effectively” was found to be common among students, teachers, and parents. “Avoiding trouble with others” and “Responding to teasing effectively” were the other social skills perceived by the students within this dimension. A similarity between teachers and students regarding their perceptions of the social skills related to conflict management was observed. Other social skills such as “Avoiding trouble with others”, and “Responding to teasing effectively” were also emphasized within this dimension by the teachers. This result seems to be congruent with the findings of Gresham and Elliott (1988) who found that teachers across the school settings preferred students to have social skills that were advantageous to the control of the classroom. Milburn (1974) found that teachers valued social behaviors such as avoiding conflict and accepting consequences that facilitate their task of teaching academic skills. Students who were able to resolve conflicts provided more opportunity to class teachers to focus on academic tasks and created a positive classroom atmosphere for learning.

The results of the present study showed that parents emphasized the social skills that reflected the compliance with the social rules and expectations, since the obedience of children or preadolescent lessens the occurrence of the conflict between children and parents. The close investigation of the items included in the Conflict Management dimension of SSRS-P revealed that most of the social skills such as “Dealing with his/her anger effectively”, “Handling criticisms

constructively”, “Listening others carefully”, “Accepting No”, and “Following instructions” were consistent with the Compliance subscale identified by Caldarella and Merrell (1997) for their study on obtaining taxonomy of social behaviors. A similar finding was reported by the previous study of Merrell (1993) in the standardization and validation study of the “School Social Behavior Scales”, however, it was labeled as Self Management Skills dimension.

The Accepting Consequences dimension appeared only in the SSRS-Student Form, and four primary social skills were found to be associated with this dimension. This dimension seems to be dominated by social skills which reflect a child or preadolescent who matures enough to accept the consequences of his/her action and feels responsible for his/her own behavior. Social skills such as “Accepting deserved consequences of wrongdoing”, “Avoiding behaviors causing subsequent embarrassment”, “Apologizing easily”, and “Accepting No” described this dimension. Teachers and parents, in the present study, perceived the item “Accepting No” in the Conflict Management dimension, indicating that compliance on the part of the student was one of the aspects of the conflict handling behaviors. In the literature, there is no empirical study that reports this dimension. However, in a study of Walker, Stieber, & Eisert (1991) some items that resemble the items of Accepting Consequences dimension were grouped under the Self Control dimension.

The Politeness dimension appeared only in the SSRS-Parent Form, and two social skills “Apologizing easily” and “Saying thank you easily” were found to be associated with this dimension. These two social skills seemed to reflect the highly valued typical “manners” in daily social interactions, and generally were taught by the parents through the early child rearing practices. Teachers, on the other hand, seemed to separate the two social skills and perceived the item of “Apologizing easily” within the dimension of Assertion which may require special ability to express the emotions freely, which may depend on the type of the personality of the students. Further, “Saying thank you easily” emerged in the dimension of

Academic skills and was perceived by the teachers as one of the aspects of the 'ideal' students. Only the item "Apologizing easily" was included by the students in the Accepting Consequences dimension that might reflect their tendency to take the responsibility of their action.

4.2. Results Concerning the Relationship between the Sociometric Status and the Dimensions of Social Skills as Perceived by the Students

The second question of the present study was "Is there any significant relationship between the sociometric status and the dimensions of social skills as perceived by the students". In order to answer this question, Pearson Product Moment Correlation technique was employed to the data which were obtained from the 350, 6th and 7th grade level primary school students' sociometric scores and social skill scores. Six dimensions of the SSRS-S and their correlation coefficients with the sociometric scores are presented in Table 4.4.

Table 4.4. The relationship between the sociometric scores and the perceived dimensions of Social Skills Rating System-Student Form (SSRS-S)

Dimensions of SSRS-S	N	X	SD	Sociometric Scores r
Academic	350	4,285	.623	.191**
Emotion	350	3,680	.752	.069
Assertion	350	3,690	.825	.093
Conflict Management	350	3,731	.876	.138**
Accepting Consequences	350	3,880	.814	.179**
Initiation	350	4,001	.712	.046

**p<.01

As it is shown in Table 4.4, the results yielded low but significant positive correlations between sociometric scores and the three perceived dimensions

(academic, conflict management, and accepting consequences) of Social Skills Rating System-Student Form.

4.2.1. Interpretation of the Results Concerning the Relationship between the Sociometric Status and the Dimensions of Social Skills as Perceived by the Students

The results of the Pearson Product Moment Correlation analysis revealed that the scores of the Academic skills, Conflict Management skills, and Accepting Consequences dimensions of the Social Skills Rating System-Student Form were positively correlated with the sociometric scores of the subjects. This result suggests that the more skillful the subjects in the academic, conflict management, and accepting consequences dimensions were, the more they were accepted and became popular in their school life.

The relationship between academic success and popularity has been well established in the literature, and in this sense the results of the present study were consistent with the findings of the previous studies (Arsoy & Ülkü, 1983; Hortaçsu, 1994; Kupersmidt, Coie, & Dodge, 1990; Pellegrini, 1992; Topuz, 1995) which indicated that academic achievement was positively associated with popularity. Asher (1983) stated that one variable that was found to be typically associated with sociometric status was school achievement which naturally includes the academic skills. Indeed, a number of studies have identified specific classroom “survival skills”, which are highly correlated with academic success. These include attending, volunteering answers, complying with teacher requests, following teacher directions, and remaining on task (Cobb & Hops, 1973). Similarly, in the present study, the social skills items such as “Bringing materials to class regularly”, “Bringing assignments on time”, “Doing seat-work assignments”, “Working industriously to achieve a goal”, and “Correcting mistakes”, which were

grouped under the dimension of academic skills seemed to emphasize the necessary skills for being successful in school life.

In the literature, a few studies investigated the relationship between popularity and specific academic skills. One of these few studies carried out by Forehand et al., (1982) showed that unpopular children spent significantly less time on-task than did the popular children, and there was a trend for popular children to perform at a higher academic level than unpopular children, supported the findings of the present study.

As expected, the results yielded a significant positive correlation between conflict management skills and sociometric status which indicated that the skilful resolution of conflicts lead to an increase in the popularity of students. In the present study, the social skills that were identified within the dimension of Conflict Management were “Dealing with his/her anger effectively”, “Avoiding trouble with others”, and “Responding to teasing effectively” which had been long recognized as the correlates of sociometric status (e.g., Combs & Slaby, 1977; Dodge, 1983). A number of psychologists contend that early adolescence is an important period for acquiring constructive conflict resolution skills for initiating and maintaining relationships. Negotiation, disengagement, and problem solving are considered as constructive conflict resolution strategies while domination and power assertion are assumed as destructive in the literature (cited in Jensen-Campbell, Graziano, & Hair, 1996). There is also empirical evidence that social competence has been positively related to using appropriate strategies (Eisenberg et al., 1994). Existing research findings suggest that, in non-close relationships including those with classmates, children feel free to behave as if the relationship were not at risk, engaging in angry conflicts (Laursen, Hartup, & Koplak, 1996). In one study, Murphy and Eisenberg (1996) examined the children’s angry conflict incidences and found that anger-related behavioral reactions of children were related to the use of destructive conflict resolution strategies which negatively influenced the

children's social competence usually measured by sociometric scales. More recently, the meta analytic work of Newcomb and Bagwell (1995), on the development of children's friendship relations, marks an important distinction between peer acceptance/rejection and friendship. The findings of the meta-analysis suggest that friendships making skills promote positive social interactions, conflict management, and academic task completion. On the contrary, failure to regulate anger leads to peer rejection (Dodge & Coie, 1987). These results were consistent with the findings of the present study.

In a similar vein, the result of the Pearson Product Moment Correlation analysis revealed a significant positive correlation between sociometric status and the social skills in the Accepting Consequences dimension. "Accepting deserved consequences of wrongdoing", "Avoiding behaviors causing subsequent embarrassment", "Apologizing easily", "Dealing with failure and trying to solve problems", which emphasized the responsible and ethical behaviors, were the social skills that were perceived by the students within this dimension. This finding is congruent with the findings of the similar studies in the literature. For example, Goldstein et al., (1981) found that children with a repertoire of prosocial ways of achieving goals and solving problems in dealing with others were less likely to act out in dysfunctional ways and more likely to be accepted by their peers. Asher et al., (1979), along the same line, found that unpopular children were more likely to suggest physically aggressive strategies to resolve hypothetical problem situations than popular children. In addition, Bierman and Furman (1984) pointed out that positive and cooperative interactions among group members lead to increased liking among group members. A meta-analysis of 41 studies conducted by Newcomb, Bukowski, and Pattee (1993) also revealed that aggressive behavior patterns were negatively correlated with sociometric status.

The Pearson Product Moment Correlation analysis did not show a significant relationship between Assertion dimension of Social Skills Rating System-Student

Form and sociometric status. This finding is supported by the result of a study which was conducted by Ladd and Mize (1988). The researchers found no significant relationship between sociometric and assertiveness scores of preschool subjects. A study done by Turkish university students (Şahiner, 1994) revealed a significant and positive relationship between assertion and popularity, which contradicts with the result of the present study.

The Pearson Product Moment Correlation analysis did not reveal a significant correlation between Initiation dimension of Social Skills Rating System-Student Form and sociometric status. The finding was not consistent with the previous research findings that demonstrated the relationship between sociometric status and initiation skills. For example, in a study by Dygdon et al., (1980), children were asked to describe other children whom they identified as those they liked, disliked, and whom they felt were ignored by their classmates. The major responses for liked children had to do with initiation in play activities. Other contrary findings were obtained by Cartledge, Frew, & Zaharis (1985) in a study of the social skill deficits of students with learning disability as perceived by their non-handicapped peers. The results showed that correlates of peer acceptance and rejection included the sociability and outgoingness, social participation, and being good company as the correlates of popularity.

The findings of the present study did not also reveal a significant relationship between Emotion dimension of Social Skills Rating System-Student Form and sociometric status of the primary school students, which contradicts with the findings of the previous studies (Kelly, 1982; Lewis & Michalson, 1983). Items such as “Understanding the feelings of others”, “Expressing the feelings of others”, “Knowing his/her own feelings”, “Recognizing the feelings of others” all emphasize the close friendship qualities that are necessary to maintain and have intimate relationships. As Bierman, (1986) states interpersonal communication becomes

more important for friendships during preadolescence as children develop intensive “chumships” based on intimacy, loyalty, and trust.

One of the reasons of finding no significant relationship between assertion, initiation, emotion dimensions and sociometric status can be explained from the developmental perspective. All the three dimensions of the Social Skills Rating System-Student Form appear to include the skills that require discriminating the social cues and producing situationally appropriate verbal responses. The ability to produce such a response is dependent upon the development of formal reasoning. Since the preadolescence is a transition period from concrete operational period to formal operational period, many preadolescents might not have yet attained that cognitive level that is necessary to produce such skills. Then, early adolescence seems to be a time of change and transition in social reasoning abilities. As Selman (1980) pointed out that many of the difficulties of adjustment and interpersonal relations that young adolescents experience may partly reflect certain incomplete transition to more mature patterns of social reasoning (cited in Sprithall & Collins, 1988).

As mentioned above, the results of the present study suggested that skills within the dimension of assertiveness, initiation, and emotion were not the salient or distinguishing components of popularity. Alternatively, peer acceptance might be controlled by factors other than the social skills of children. Indeed, popularity seems to require more striking noticeable characteristics, and in the literature students who had athletic ability, talented in art, better academic achievement were found to be more accepted by their peers (Sroufe, 1978, cited in Gander & Gardiner, 1995).

4.3. Results Concerning the Effect of the Social Skills Training Program on the Sociometric Status and the Social Skills of the Students

The third research question of the present study was “Does the social skills training program have a significant effect on the sociometric status and the social skills of 6th and 7th grade level primary school students?”. In order to answer this question, four separate Kruskal-Wallis H Tests were employed to the gain sociometric scores and Social Skills Rating System-Student, Teacher, and Parent Forms’ dimension gain scores of the experimental and two control groups’ (placebo attention control, and no treatment control) subjects.

4.3.1. Results Concerning the Effect of the Social Skills Training Program on the Perceived Dimensions of the Social Skills Rating System-Student Form (SSRS-S)

The Kruskal-Wallis H Test was employed to the gain Social Skills Rating System-Student Form dimension scores (academic, emotion, assertion, conflict management, accepting consequences, and initiation) of the experimental and two control groups subjects. Table 4.5 presents the mean ranks of the experimental and two control groups’ subjects on the perceived dimensions of Social Skills Rating System-Student Form (SSRS-S).

Table 4.5 The mean ranks of the experimental and control groups subjects on the perceived dimensions of Social Skills Rating System-Student Form (SSRS-S)

Dimensions of SSRS-S	Groups	N	Mean Rank	χ^2	p
Academic	Experimental	7	13,29	2,118	.347
	Placebo-control	7	11,21		
	Control	7	8,50		
	Total	21			
Emotion	Experimental	7	12,43	.793	.673
	Placebo-control	7	9,50		
	Control	7	11,07		
	Total	21			

Assertion	Experimental	7	12,43		
	Placebo-control	7	9,50		
	Control	7	11,07		
	Total	21		.785	.675
Conflict Management	Experimental	7	10,14		
	Placebo-control	7	11,93		
	Control	7	10,93		
	Total	21		.293	.864
Accepting Consequences	Experimental	7	8,21		
	Placebo-control	7	12,86		
	Control	7	11,93		
	Total	21		2,225	.329
Initiation	Experimental	7	13,43		
	Placebo-control	7	8,93		
	Control	7	10,64		
	Total	21		1,899	.387

As it can be seen from the Table 4.5 the results of Kruskal-Wallis H Test did not reveal a significant effect on the perceived dimensions gain scores of the Social Skills Rating System-Student Form (SSRS-S) in experimental and two control groups subjects.

4.3.2. Results Concerning the Effect of the Social Skills Training Program on the Perceived Dimensions of Social Skills Rating System-Teacher Form (SSRS-T)

The Kruskal-Wallis H Test was employed to the gain Social Skills Rating System-Teacher Form dimension scores (academic, conflict management, emotion, and assertion) of the experimental and two control groups subjects. Table 4.6 presents the mean ranks of the experimental and two control groups' subjects gain scores on the perceived dimensions of Social Skills Rating System-Teacher Form (SSRS-T).

Table 4.6 The mean ranks of the experimental and control groups subjects on the perceived dimensions of Social Skills Rating System-Teacher Form (SSRS-T)

Dimensions of SSRS-T	Groups	N	Mean Rank	χ^2	p
Academic	Experimental	7	9,50	4,176	.124
	Placebo-control	7	8,64		
	Control	7	14,86		
	Total	21			
Conflict Management	Experimental	7	7,00	4,942	.085
	Placebo-control	7	11,79		
	Control	7	14,21		
	Total	21			
Emotion	Experimental	7	11,21	.025	.988
	Placebo-control	7	11,07		
	Control	7	10,71		
	Total	21			
Assertion	Experimental	7	10,14	2,246	.325
	Placebo-control	7	13,79		
	Control	7	9,07		
	Total	21			

The results of Kruskal-Wallis H Test did not reveal a significant effect on the gain scores of the perceived dimensions of the Social Skills Rating System-Teacher Form (SSRS-T) in all three groups as presented in Table 4.6.

4.3.3. Results Concerning the Effect of the Social Skills Training Program on the Perceived Dimensions of Social Skills Rating System-Parent Form (SSRS-P)

The Kruskal-Wallis H Test was employed to the gain Social Skills Rating System-Parent Form dimension scores (conflict management, emotion, academic, politeness, and assertion) of the experimental and two control groups' subjects. Table 4.7 presents the mean ranks of the experimental and two control groups subjects' gain scores of the perceived dimensions of Social Skills Rating System-Parent Form (SSRS-P).

Table 4.7 The mean ranks of the experimental and control groups subjects of the perceived dimensions of Social Skills Rating System-Parent Form (SSRS-P)

Dimensions of SSRS-P	Groups	N	Mean Rank	χ^2	p
Conflict Management	Experimental	7	11,71	.141	.932
	Placebo-control	7	10,71		
	Control	7	10,50		
	Total	21			
Emotion	Experimental	7	10,79	.017	.992
	Placebo-control	7	11,21		
	Control	7	11,00		
	Total	21			
Academic	Experimental	7	11,64	.975	.614
	Placebo-control	7	9,14		
	Control	7	12,21		
	Total	21			
Politeness	Experimental	7	11,00	3,557	.169
	Placebo-control	7	7,93		
	Control	7	14,07		
	Total	21			
Assertion	Experimental	7	9,14	1,264	.532
	Placebo-control	7	11,00		
	Control	7	12,86		
	Total	21			

As it is shown in Table 4.7 the results of Kruskal-Wallis H Test did not indicate a significant effect on the gain scores of the perceived dimensions of Social Skills Rating System-Parent Form (SSRS-P).

4.3.4. Results Concerning the Effect of the Social Skills Training Program on the Sociometric Scores of the Students

The Kruskal-Wallis H Test was employed to the gain sociometric scores of experimental and two control groups subjects. Table 4.8 presents the mean ranks of the experimental and two control groups subjects' sociometric gain scores.

Table 4.8 The mean ranks of the sociometric gain scores of experimental and control groups subjects

	Groups	N	Mean Rank	χ^2	p
Sociometric Scores	Experimental	7	11,71		
	Placebo-control	7	11,93		
	Control	7	9,36		
	Total	21			
				.752	.687

As it can be seen from Table 4.8 the results of Kruskal-Wallis H Test did not indicate a significant effect on the sociometric gain scores of the subjects.

4.3.5. Interpretation of the Results Concerning the Effect of the Social Skills Training Program on the Sociometric Status and the Social Skills of the Students

The results showed no significant differences between the mean gain sociometric and all three versions of the Social Skills Rating System gain scores of the experimental and two control groups' subjects. This result indicated that the "Social Skills Training Program" which was developed by the researcher was not an effective intervention method for teaching social skills to skill deficit subjects and improving their sociometric status.

This result supported the previous research findings that failed to show the effect of social skills training on unpopular subjects. Oden and Asher (1977) found that there was not a significant difference between unpopular subjects and three popular peers in their skill performance after the six treatment sessions.

The results of the present study were not consistent with the majority of previous studies reporting the effectiveness of social skills training with children and adolescents in assertive behaviors (Bornstein, Bellack, & Hersen, 1977; Wise et al. 1991a, 1991b), initiation of peer interactions in school (Gresham & Nagle, 1980; La Greca & Santogrossi, 1980), asking questions, leading, and offering support to

peers (Ladd, 1981), increased perceived ability to participate actively in social situations (Haynes-Clements & Avery, 1984), conversational skills (Bierman & Furman, 1984; Bierman, 1986), sharing (Alvord & O'Leary, 1985), leading peers, asking questions to peers, making comments to peers, supporting peers (Mize & Ladd, 1990), and prosocial sibling behaviors (Kramer & Radey, 1997). The vast majority of these studies, however, have either focused on elementary school children, compared the effectiveness of different approaches, taught a few social skills, or used only post test measures to assess the outcome of the training. Therefore, these differences make an inter-study comparison difficult in terms of the outcome.

The findings of the present study seem to confirm the doubts around the effectiveness of the social skills training procedures. A recent meta-analysis by Kavale et al., (1997) clearly shows the concerns regarding the efficacy of social skills training. The researchers conducted a meta-analysis of 35 group design studies and 64 single case design studies which involved 1123 subjects with an average age of 12 years. This research synthesis showed that social skills training has an effect size of 0.20, meaning that only 58 % of the subjects who received social skills training improved relative to control groups. The authors concluded that social skills training, in fact, has little empirical support regarding its efficacy despite the previously reported positive consequences.

Cartledge and Milburn (1995) pointed out to the several factors that may facilitate or retard learning and retaining skills during social skills training; the cultural and situational context; the views of those who make up the child's environment; and the likelihood that social skills will be valued and reinforced by others once they are learned. The children from different socioeconomic backgrounds may have different expected, rewarded, and valued social skills and varying social skill deficiencies in their socio-cultural context. The sample included in the present study were selected from low socioeconomic status schools. The skills that were

taught may reflect the typical middle class values which may not be consistent with the values of lower- middle and low SES families. In this sense, experimental group subjects who came from low SES and were raised in slum culture might not be able to make the necessary connection between the training situation and their subculture.

In addition, the socio-cultural context of the subjects might not provide enough opportunities to initiate the trained social skills; consequently, they might not have the chance to evaluate their performance-related outcome, which would provide a feeling of self efficacy. Therefore, they may not perceive any improvement between pretest to posttest which is reflected in their self ratings.

Studies conducted with children and adolescents indicated that the feeling of self efficacy could be fostered by giving positive reinforcement and feedback to trained subjects beyond the training situation. However, in the present study, since the training-home situation continuity was not provided, their performance of the skills might not have received the deserved attention, and the positive reinforcement that their parents might have given. This situation may hinder subjects' motivation and their self efficacy to practice the newly taught skills. The experimental group subjects, due to lack of appropriate models and reinforcement in their immediate social environment, might not internalize the taught social skills, and as Homer and Billingsley (1988) stated 'behave automatically' when the situation elicits the undesirable behavior. Indeed, in the literature, several studies pointed out that social skills training programs that were combined with parents to reinforce the taught skills seemed to produce more beneficial outcomes (e.g., Olivares, Martinez, & Lozano, 1997).

During the implementation process of the present study, experimental group subjects were asked to practice the taught skills and complete the homework sheets, in order to facilitate the transfer of learning and to make connection

between training and real life situations. The majority of the subjects did not mention any difficulty in applying those skills in vivo. A few problems were mentioned, but they were handled through discussions in the group; corrective feedback were provided and whenever necessary, and the skill was role played by the experimenter who acted as a model. These were the efforts to overcome the shortcomings of many studies which failed to provide generalization opportunity to subjects for trained skills. However, the post test measure had to be given to the subjects 2 weeks after the final session because of the termination of the semester. Therefore, this short period of time might have interfered with the subjects' opportunity to practice and receive enough positive reinforcement from the social environment where they interact and to increase subjects competency feelings. Thus, this limitation may be reflected in the post test social skills ratings of the subjects.

Another possible explanation of finding no improvement in the student ratings might be due to the several weaknesses of the "Social Skills Training Program" which was developed by the researcher. The program includes 9 scenarios to teach 40 social skills. Through scenarios social skill strategies were taught to the subjects within 5 weeks via 45 minutes sessions held twice weekly. Teaching many social skills within a short period of time might make the acquisition of the skills difficult. Indeed, research results revealed that effectiveness of the programs can be best observed in the longer programs that taught a few specific skills (Bierman, 1986). In addition, through the scenarios, skill strategies were presented implicitly in the present study. Although the literature demonstrated the effectiveness of using stories to teach social skills to children and adolescents (e.g., Alvord & O'Leary, 1985; Aydın, 1985), this method might not fit the characteristic of the sample and might not be consistent with the learning style of the subjects.

As it was the end of the semester and the exam period, the attendance of the subjects to every session could not be provided in the present study. Sometimes

teachers did not send the students from the classes for sessions. This limitation might have also hindered the acquisition of the taught skills.

In the present study, besides the students' self ratings, measuring their social skills, teachers' and parents' ratings were also obtained and the result of the Kruskal-Wallis H Tests showed no effect of the training program on the social skill ratings of teachers, and parents as well.

It is possible to interpret this result using the explanation provided by Ogilvy (1994). Ogilvy (1994) has reviewed the literature on the effectiveness of social skills training by using the following criteria: (a) the program has successfully taught the specific skills targeted, (b) the skills taught have generalized to real life settings and the effects were maintained over time, (c) these specific skills have made a difference to the child's life in terms of some socially valued outcome. The author found mixed results and concluded that even though many social skills training studies demonstrated the improvement in the self ratings of subjects, they failed to demonstrate the same improvement in the teacher, parent, and peer ratings which were necessary to assess the social validity of the training. The review of the literature by the author of the present study indicated that in only four social skills training studies (Akkök & Sucuoğlu, 1988; Bierman, Miller, & Stabb, 1987; Bulkeley & Cramer, 1990; and Kramer & Radey, 1997) teacher and/or parent ratings were obtained and three of them have reported significant improvements in teachers (e.g., Bulkeley & Cramer, 1990) and parent (e.g., Kramer & Radey, 1997; Verduyn, Lord, Forrest, 1990) ratings. Consistent with the findings of the present study, Bierman, Miller, & Stabb (1987) did not find a significant improvement in the teacher social skills ratings of the subjects. In addition, Akkök and Sucuoğlu (1988) in a study with Turkish kindergarten children found no significant difference between pre and post test scores of experimental group subjects as rated by their parents.

In the present study, the failure of subjects to make significant gains on the ratings of teachers and parents might be due to the administration time of the post test measures. The post test measures had to be given to the teachers and parents 2 weeks after the final session, since it was the end of the first semester. Therefore, teachers and parents might not have found enough opportunity to observe the changes in their students'/children's behavior within a short period of time.

The findings of the present study which failed to show significant improvements in students' sociometric scores was supported by several previous studies (e.g., La Greca & Santogrossi, 1980; Mize & Ladd, 1990; Bulkeley & Kramer, 1990). Indeed, some studies produced behavioral changes but these changes were not accompanied by sociometric improvements (e.g., Bierman & Furman, 1984). In addition, Schneider (1992) reviewed 79 controlled outcome studies published between 1942 and 1987. Effect size estimates indicated that social skills training was most effective with withdrawn children, and least effective with children described as aggressive or unpopular. In terms of the outcome variables, social skills training produced the largest effect on social interaction and lower effect sizes for peer acceptance. Beelmann, Pfingsten, and Losel (1994) reviewed 49 studies published between 1981 to 1990 with children ages 3-15 years and found that social skills training has little effect on peer acceptance status of subjects.

The result regarding the non-significant effect of the present study can be explained in two ways. First, classmates might not have the chance to observe the changes in the social behaviors of the experimental group subjects, and, to create a change in the social status more time is needed for peers to notice these behavioral changes.

Second, peer acceptance may be affected by peer group norms during preadolescence. There may be a greater consensus about the reputations of group members, and sociometric status may show less fluctuation. Thus, even when

rejected children appeared to behave appropriately, they were the recipients of negative peer interaction and were not accepted.

In the next chapter, conclusions drawn from the data and implications for practice and research are presented.



CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This final chapter presents conclusions of the study, discusses implications for practice, and gives recommendations for both counseling practice and future research.

5.1. Conclusions

One of the purposes of the study was to determine the dimensions of Social Skills Rating System (SSRS) as perceived by students, teachers, and parents.

The survey results revealed that 6th and 7th grade level students perceived social skills in (1) academic, (2) emotion, (3) assertion, (4) conflict management, (5) accepting consequences, and (6) initiation dimensions.

The teachers perceived the social skill of 6th and 7th grade primary school students in (1) academic, (2) conflict management, (3) emotion, and (4) assertion dimensions.

The parents perceived the social skills of their children in (1) conflict management, (2) emotion, (3) academic, (4) politeness, and (5) assertion dimensions.

The dimensions –academic, emotion, assertion, and conflict management-appeared in the three forms seem to be relevant to the construct of social skill and are mostly supported by the literature. Moreover, the factor structure of the Social Skills Rating System-Student, Teacher, and Parent Forms seem to reflect age appropriate

behavioral content. That is, adults (teachers and parents) especially valued the dimensions of academic, and emotion in preadolescent social behavior. It is quite likely that these dimensions are related to generalized social effectiveness in preadolescence and adulthood.

The appearance of initiation and accepting consequences dimensions in the Student Form may also reflect the preadolescents age-related (developmental) concerns and these skills may permit preadolescents to initiate variety of social interactions in diverse social situations and to survive in those situations. In addition, the emergence of the 'politeness' dimension in the Parent Form may suggest that parents perceive this skill as having greater relevance for preadolescent social competence.

Furthermore, the Principal Components analysis has demonstrated that the Social Skills Rating System-Student, Teacher, and Parent Forms which are developed by the researcher and used in this study, appears to have a substantial utility in assessing 6th and 7th grade level Turkish primary school students' social skills.

In addition to the use for the research purpose, practical school applications of the Social Skills Rating System-Student, Teacher, and Parent Forms may help practitioners to utilize the system for initial screening and identification, and as a guide in designing social skills interventions.

Currently, there are no empirically validated instruments in use for designing the social skills interventions. Many such interventions might have limited impact because they do not target social skills or dimensions that are empirically related to the construct of social skill. The availability of instruments demonstrating such validity may assist counseling practitioners to identify target social skills of children whose remediation would have a socially valid impact on their overall social effectiveness.

The second purpose of the study was to test the relationship between sociometric status and the social skills of 6th and 7th grade Turkish primary school students.

The present research provided a rather weak evidence concerning the relationship between specific social skills and the development of preadolescent's peer acceptance. The low but significant correlations obtained in the study might well be stemmed from the large sample size of the present study. The survey results indicated that social skills in the perceived dimensions of academic, conflict management, and accepting consequences were positively correlated with the sociometric status of students. This result suggests that the more skillful the subjects are, in academic, conflict management, and accepting consequences dimensions, the more they may be accepted by their peers.

It appears that due to the great emphasis placed by the Turkish educational system on academic achievement rather than social success, most of the students seem to be motivated to become successful in their school life. One of the indications of this motivation may be observed in students' preferences of peers who have academic skills. Hence, having academic skills appears to be a critical factor in becoming popular. The social skills training programs that are designed to teach academic skills to students integrated into the curriculum may be helpful for them to gain greater peer acceptance.

Conflicts and their management seem to be the central issues in the formation and functioning of interpersonal relationships. The literature related to peer conflict and its management indicate that the constructive conflict management skills (such as negotiation, compromise, problem solving) are necessary to initiate and maintain peer relations (e.g., Laursen, Hartup, Koplas, 1996). In addition, skills for accepting the consequences of behaviors may also be taught to primary school students within a social skills training program that combines self management and conflict management skills.

Although the results suggest the implementation of a social skills training program that aimed at teaching academic, conflict management, and accepting consequences skills to bring about change in sociometric status of students, the interpretations for sociometric status and social skills dimensions should be made with caution because of the low correlation obtained in the present study. The relatively small magnitude of the correlations indicate that the skills and sociometric status relations are imprecise and the other confounding variables may contribute to the popularity of the students.

The third purpose of the study was to design and evaluate the effect of a social skills training program on the sociometric status and social skills of 6th and 7th grade level primary school students.

Contrary to the expectations, the results of the experimental study demonstrated that the “Social Skills Training Program” which was developed by the researcher was neither an effective intervention method for teaching social skills to skill deficit subjects nor a satisfactory method to improve their sociometric status.

As it is discussed in the result chapter, there might be several factors that affect the results of the present study. One possible explanation is related with the training program. The training program used in the present study, although unintentionally, has turned up to be a very ambitious one which targeted to teach a high number of skills. Despite its eagerness to teach many skills at once, the duration of the program had to be restricted due to a number of situational and practical reasons.

It appears that teaching too many skills within a short period of time may hinder the acquisition and the generalization of the skills. Therefore, scenarios should be revised to include a few social skills and the social skill strategies should be given

in more than a single scenario. This may provide enough time for students to encode the strategies for long term use.

Furthermore, the duration of the program should be extended. It would be better to use longer training periods to help the students to explore the significant changes in their social behavior. This would also provide enough opportunity for students to encounter the social situations that require the application of the taught skills.

In addition, role play scenes should be incorporated into the training program. This would provide more opportunity for students to practice the taught skills and to facilitate the transfer of learning.

The dimensions of Social Skills Rating System that is developed for the present study can be used to construct the skill groups to be taught. Hence, the revised social skills training program may include scenarios that cover the skills under those dimensions. Thus, such kind of a program design will have an empirical basis.

The followings could be suggested to overcome the shortcomings of the training program:

- Reducing the number of social skills to be taught to subjects
- Implementing long term social skills training
- Revising scenarios to reduce the number of social skills and skill strategies.

In the present study subjects were identified by using dual criteria; low social status, and low social skills score. They were not selected according to their specific social skill needs. Results of the present study seem to suggest that social skills training should reflect the specific needs of each individual. Hence, besides

using the selection criteria a needs assessment study appears to be necessary to identify these special needs.

The socio-cultural context in which children exist strongly influences their attitudes, beliefs, values, and behaviors (Rivera & Rogers-Adkinson, 1997). Children from culturally diverse backgrounds may exhibit culturally based behaviors. For example, in the Anglo American culture, eye contact is valued in interpersonal relationships, where it is seen as a sign of trustworthiness, sincerity, and directness. In Eastern culture, however, eye contact is not encouraged and children are taught not to look directly at others especially when interacting with authority figures (Rivera & Rogers-Adkinson, 1997). For designing effective intervention programs, it appears necessary to understand the culturally valued behaviors in order to integrate culturally relevant behaviors that reflect traditional cultural values and belief systems into social skills training programs. Therefore, conducting a nation wide social skills need assessment study might be necessary to determine the valued social behaviors of Turkish children and expectations of their parents and teachers.

Along with the changes in the training program and selection criteria, the following seem to be necessary for enhancing the efficacy of the training.

- Obtaining student, teacher, parent agreement on identifying the social skills
- Providing parent and teacher involvement to the program

As McKim and Cowen (1988) emphasized, home and school constitute different environmental contexts. Hence, establishing home and school link may be a required quality in the design of interventions which are adjusted for the appropriate setting characteristics. In order to reconcile, it is essential to understand the perceptions of adults in these two different situations along with the perception of children. In this sense, the result of the present study has a unique contribution, through demonstrating different perceptions of social skills of

students, teachers, and parents, to organize effective screening and intervening process. One more point should be noted here. In the present study, concerning the enhancement of the training procedure, item continuity across Forms was provided by constructing parallel forms of Social Skills Rating System. However, the importance of acquiring and demonstrating the skills was not rated. In order to determine the social validity of the skills for intervention and increasing the training efficacy, importance ratings of students, teachers, and parents should be obtained.

A last but by no means the least point may also be noteworthy. Providing continuity of the skills training along school and home situations seems necessary for effective training outcome. Hence, training teachers and parents may promote acquisition of social behaviors and reduce the possible inconsistencies between the training situation, valued behaviors at home and desirable social behaviors in schools. Therefore, school-wide instruction of social skills seems necessary before the instruction of social skills in small groups or individualized teaching.

In order to integrate social skills training development into the present programs, school principals, teachers, and parents should understand the rationale and the importance of the social skills that promote students' social competence is as important and necessary as promoting their academic competence. Moreover, teachers should be willing to leave the traditional classroom management and instructional techniques, and replace them with more participatory approaches that encourage student involvement and interaction. Thus, establishing a "positive discipline" in schools appears to be necessary to provide the information of the goals and the philosophy of the school discipline policy. It will help to promote the idea of how students should be treated and will convey the expectations for student behavior and parental support for fair and consistent discipline (Kameeni & Darch, 1995). Through positive discipline students are provided with positive and appropriate alternatives to different behaviors of themselves and others. Finally, effectiveness of social skills training programs are enhanced when teachers and

school counselors share their expertise. Therefore, collaborative consultation seems necessary to develop dynamic and reciprocal relationship between teachers and school counselors (Maag, 1994).

5.2. Implications and Recommendations for Practice and Research

Several implications for counseling, in particular, for designing the social skills training programs may be addressed and recommendations can be made.

To begin with, the present study would have benefited from greater student, teacher and parental participation. The factor structure of the Social Skills Rating System especially Parent Form was derived on a sample of only 222 cases. The replication of the study with a normative sample will be needed to standardize the instrument.

In addition, this study was carried out with the low SES children in the capital city of Turkey, and the group was relatively homogenous as compared to the school children in many other parts of Turkey. However, even in such a homogenous group, differences in the perceptions of the students, teachers, and parents were observed. This study needs to be replicated with diverse groups from different regions, subcultures and different socioeconomic levels to assess the possible effects of SES and other cultural factors.

Future research can be carried out to examine the relationship between social skills dimensions and other sociometric groups that discriminated not just popular and unpopular children but also rejected, withdrawn, neglected and controversial children.

The result of the present study emphasizes the need to include social skills that correlated with the sociometric status in future social skills training. Therefore,

further research is needed to assess the relative contribution of these skills to the training outcome.

The design of this study which predominantly uses vicarious reinforcement did not allow a comparison of present study approach with the other skills training techniques. Studies directly comparing the efficacy of different approaches or combination of approaches may provide not only information about the most efficient ways of achieving change, but may also provide additional information about the mechanisms of behavior and sociometric status change.

Several other factors that may influence children's performance of the social skills such as social anxiety should also be examined in the future studies. Future research is particularly needed to investigate the relationship between social skill deficit and social anxiety.

In further experimental studies, the role of age, and gender should be explored for comparative purposes.

In the present study, a follow-up measure could not be taken due to some situational and practical difficulties. In the future studies, follow-up assessments should be employed in order to determine whether the training program has a long term effect on the subjects social skills and sociometric status.

It remains an important task for future researchers to examine the differential effectiveness of social skills training among rejected, withdrawn, neglected, and controversial sociometric groups.

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APPENDIX A

SOSYOMETRİK TEST

Sevgili Öğrenciler,

Bu testteki sorular arkadaşlık ilişkileriyle ilgili bir çalışmada kullanılmak üzere hazırlanmıştır. Sorulara cevap verirken sınıf içinde **en çok** ve **en az** arkadaş olmak istediğiniz kişileri düşünün. Test kağıdına yazdığımız isimler gizli tutulacaktır. Yardımlarınız için teşekkürler.

I. Bu sınıfta arkadaşınız olmasını **en çok** istediğiniz üç kişinin ismini aşağıdaki 1, 2 ve 3 rakamlarının karşısındaki boş yerlere yazınız.

1. -----
2. -----
3. -----

II. Bu sınıfta arkadaşınız olmasını **en az** istediğiniz üç kişinin ismini aşağıdaki 1, 2 ve 3 rakamlarının karşısındaki boş yerlere yazınız.

1. -----
2. -----
3. -----

APPENDIX B

SSRS-S

Yönerge: Aşağıda, sizlerin yaşamınızla ilgili bazı cümleler sıralanmıştır. Lütfen her bir cümleyi okuyup fazla zaman harcamadan size en uygun olan seçeneği işaretleyiniz. Her insan birbirinden farklı olduğu için bu cümlelerden herhangi birinin doğru ya da yanlış olması söz konusu değildir.

Katkılarınız için teşekkür ederim.

Zeynep Sümer
O.D.T.Ü., Eğitim Fakültesi

İsim:

Cinsiyet : K E

Sınıf:

Uygulama Tarihi:

	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman
1. Arkadaşlarıma kendi duygularımı açıkça söylerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Oyunda kaybettiğim zaman mızıkçılık yaparım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Bir amaca ulaşmak için sonuna kadar çalışırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Birisi benimle konuşurken onu dikkatle dinlerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sonradan utanacağım şeyler yapmaktan kaçınırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Yeni insanlarla kolaylıkla tanışırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Kötü birşey yaptığımda, sonradan başıma gelecekleri de kabul ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Yaptığım hataları düzeltirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman
9. Sınıf içi çalışmalarımı oyalanmadan tamamlarım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Arkadaşıma yardım ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. İnsanlardan rahatlıkla özür dilerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Birisi benimle alay ettiği zaman onunla kavga etmeden bu sorunu çözerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Başkalarıyla aynı fikirde olmadığımı onları kırmadan söylerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Grup çalışmalarında görev almaya istekliyimdir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Ödevimi zamanında bitiririm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Boş zamanım olduğunda yapacak birşey bulurum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Bir arkadaşımın yaptığı sohbet uzarsa bunu kibarca keserim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Arkadaşıma birlikte birşeyler yapmayı rahatlıkla öneririm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Bana ait olmayan eşyaları almaktan kaçınırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Arkadaşıma olumlu ya da olumsuz duygularının kolayca farkına varırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Farkettiğim bu duyguları onlara söylerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. İnsanlara rahatça teşekkür ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. İyi bir şey yaptığımı hissettiğim zaman kendime aferin derim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Olumlu ya da olumsuz duygularımın kolayca farkına varırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Etrafta insanlar gürültü yapsa bile ödevimi yapmaya devam ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Başkalarının neler hissettiğini anlamaya çaba gösteririm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Kitap, kalem ve defterlerimi düzenli olarak okula getiririm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman
28. Bir isteđime hayır denildiđinde bunu anlayışla karşılarım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Bir oyuna katılırken izin isterim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Sonunda başımı derde sokacak olsa bile yaptığım şey hakkında doğruyu söylerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Arkadaşlarımdan rahatlıkla yardım isterim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Birşeyi iyi yapamadığım zaman bir dahaki sefere daha iyi yapabilmek için çabalarım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. İnsanlarla rahatça sohbet etmeye başlarım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Konuşurken karşımdaki kişinin yüzüne bakarım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Sinirlendiğim zaman kavga etmeden beni neyin sinirlendirdiğini söylerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Arkadaşlarıma beğendiğim yönlerini rahatlıkla söylerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Oyun oynarken kurallara uyarım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Başkalarının eleştirilerini kızmadan kabul ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Başımı derde sokacak şeylerden uzak durmaya çalışırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Sınıftaki konuşma ve tartışmalara katılırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Öğretmenimin istek ve uyarılarını yerine getiririm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Arkadaşlarım beni oyunlarına almazlarsa kendimi oyalayacak başka bir şey yaparım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX C

SSRS-T

Yönerge: Aşağıda, öğrencilerin davranışlarıyla ilgili bazı cümleler sıralanmıştır. Lütfen her bir cümleyi okuyup sınıfınızdaki her bir öğrencinin bu davranışları ne sıklıkta gösterdiğini “her zaman”, “sık sık”, “bazen”, “nadiren” ve “hiç bir zaman” seçeneklerinden en uygun olanı işaretleyerek belirtiniz. Eğer davranışı gözleyemediyse “gözlenemedi” seçeneğini işaretleyiniz.

Katkılarınız için teşekkür ederim.

Zeynep Sümer
O.D.T.Ü., Eğitim Fakültesi

Öğrencinin Adı Soyadı::
Cinsiyet : K E
Sınıf:
Uygulama Tarihi:

Öğretmenin
Branşı:
Kaç yıldır öğretmenlik yapıyorsunuz?

	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman	Gözlenemedi
1. Arkadaşlarına kendi duygularını açıkça söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Oyunda kaybettiği zaman mızıkçılık yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Bir amaca ulaşmak için sonuna kadar çalışır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Birisi onunla konuşurken onu dikkatle dinler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sonradan utanacağı şeyler yapmaktan kaçınır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Yeni insanlarla kolaylıkla tanışır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Kötü birşey yaptığında, sonradan başına gelecekleri de kabul eder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Yaptığı hataları düzeltir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Sınıf içi çalışmalarını oyalanmadan tamamlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman	Gözlenemedi
10. Arkadaşlarına yardım eder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Başkalarından rahatlıkla özür diler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Birisi onunla alay ettiği zaman kavga etmeden bu sorununu çözer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Başkalarıyla aynı fikirde olmadığını onları kırmadan söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Grup çalışmalarında görev almaya isteklidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Ödevini zamanında getirir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Ders aralarında (tenefüslerde) yapacak birşey bulur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Bir arkadaşıyla yaptığı sohbet uzarsa bunu kibarca keser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Arkadaşlarına birlikte birşeyler yapmayı rahatlıkla önerir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Ona ait olmayan eşyaları almaktan kaçınır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Arkadaşlarının olumlu ya da olumsuz duygularının kolayca farkına varır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Farkettiği bu duyguları onlara söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. İnsanlara rahatça teşekkür eder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. İyi bir şey yaptığını hissettiği zaman kendine aferin der.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Olumlu ya da olumsuz duygularının kolayca farkına varır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Etrafta insanlar gürültü yapsa bile sınıf içi çalışmalarını yapmaya devam eder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Başkalarının neler hissettiğini anlamaya çaba gösterir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Kitap, kalem ve defterlerini düzenli olarak okula getirir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Bir isteğine hayır denildiğinde bunu anlayışla karşılar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman	Gözlenemedi
29. Bir oyuna katılırken izin ister.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Sonunda başını derde sokacak olsa bile yaptığı şey hakkında doğruyu söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Arkadaşlarından rahatlıkla yardım ister.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Birşeyi iyi yapamadığı zaman bir dahaki sefere daha iyi yapabilmek için çabalar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Arkadaşlarıyla rahatça sohbet etmeye başlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Konuşurken karşısındaki kişinin yüzüne bakar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Sinirlendiği zaman kavga etmeden onu neyin sinirlendirdiğini söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Arkadaşlarına onların beğendiği yönlerini rahatlıkla söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Oyun oynarken kurallara uyar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Başkalarının eleştirilerini kızmadan kabul eder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Başını derde sokacak şeylerden uzak durmaya çalışır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Derslerdeki konuşma ve tartışmalara katılır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Öğretmenlerinin istek ve uyarılarını yerine getirir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Arkadaşları onu oyunlarına almazlarsa kendini oyalayacak başka bir şey yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX D

SSRS-P

Yönerge: Aşağıda, çocukların davranışlarıyla ilgili bazı cümleler sıralanmıştır. Lütfen her bir cümleyi okuyup çocuğunuzun bu davranışları ne sıklıkta gösterdiğini “her zaman”, “sık sık”, “bazen”, “nadiren” ve “hiç bir zaman” seçeneklerinden en uygun olanı işaretleyerek belirtiniz. Eğer davranışı gözleyemediyse “gözlenemedi” seçeneğini işaretleyiniz.

Katkılarınız için teşekkür ederim.

Zeynep Sümer
O.D.T.Ü., Eğitim Fakültesi

Çocuğunuzun Adı Soyadı::	Veli		Anne		Baba	
	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman	Gözlenemedi
Cinsiyeti : K E						
Sınıfı:						
Uygulama Tarihi:						
En son bitirdiğiniz okul:						
Mesleğiniz:						
Oturduğunuz Semtin Adı:						
1. Arkadaşlarına kendi duygularını açıkça söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Oyunda kaybettiği zaman mızıkçılık yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Bir amaca ulaşmak için sonuna kadar çalışır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Birisiyle konuşurken onu dikkatle dinler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sonradan utanacağı şeyler yapmaktan kaçınır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Yeni insanlarla kolaylıkla tanışır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Kötü birşey yaptığında, sonradan başına gelecekleri de kabul eder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Yaptığı hataları düzeltir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman	Gözlenemedi
9. Ev ödevlerini oyalanmadan tamamlar.	0	0	0	0	0	0
10. Arkadaşlarına yardım eder.	0	0	0	0	0	0
11. Başkalarından rahatlıkla özür diler.	0	0	0	0	0	0
12. Birisi onunla alay ettiği zaman kavga etmeden bu sorununu çözer.	0	0	0	0	0	0
13. Başkalarıyla aynı fikirde olmadığını onları kırmadan söyler.	0	0	0	0	0	0
14. Boş zamanı olduğunda yapacak birşey bulur.	0	0	0	0	0	0
15. Bir arkadaşıyla yaptığı sohbet uzarsa bunu kibarca keser.	0	0	0	0	0	0
16. Arkadaşlarına birlikte birşeyler yapmayı rahatlıkla önerir.	0	0	0	0	0	0
17. Ona ait olmayan eşyaları almaktan kaçınır.	0	0	0	0	0	0
18. Arkadaşlarının olumlu ya da olumsuz duygularının kolayca farkına varır.	0	0	0	0	0	0
19. Farkettiği bu duyguları onlara söyler.	0	0	0	0	0	0
20. İnsanlara rahatça teşekkür eder.	0	0	0	0	0	0
21. İyi bir şey yaptığını hissettiği zaman kendine aferin der.	0	0	0	0	0	0
22. Olumlu ya da olumsuz duygularının kolayca farkına varır.	0	0	0	0	0	0
23. Etrafta gürültü olsa bile ödevini yapmaya devam eder.	0	0	0	0	0	0
24. Başkalarının neler hissettiğini anlamaya çaba gösterir.	0	0	0	0	0	0
25. Kitap, kalem ve defterlerini düzenli olarak okula götürür.	0	0	0	0	0	0
26. Bir isteğine hayır denildiğinde bunu anlayışla karşılar.	0	0	0	0	0	0
27. Bir oyuna katılırken izin ister.	0	0	0	0	0	0

	Her zaman	Sık sık	Bazen	Nadiren	Hiç bir zaman	Gözlenemedi
28. Sonunda başını derde sokacak olsa bile yaptığı şey hakkında doğruyu söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Arkadaşlarından rahatlıkla yardım ister.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Birşeyi iyi yapamadığı zaman bir dahaki sefere daha iyi yapabilmek için çabalar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. İnsanlarla rahatça sohbet etmeye başlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Konuşurken karşısındaki kişinin yüzüne bakar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Sinirlendiği zaman kavga etmeden onu neyin sinirlendirdiğini söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Arkadaşlarına onların beğendiği yönlerini rahatlıkla söyler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Oyun oynarken kurallara uyar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Başkalarının eleştirilerini kızmadan kabul eder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Başını derde sokacak şeylerden uzak durmaya çalışır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Arkadaşları arasındaki konuşma ve tartışmalara katılır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Büyüklerinin istek ve uyarılarını yerine getirir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Arkadaşları onu oyunlarına almazlarsa kendini oyalayacak başka bir şey yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX E

SOSYAL BECERİ EĞİTİMİ PROGRAMI

I. Oturum

Amaçlar

- Grup üyelerinin birbirleriyle tanışması
- Grup kurallarının belirlenmesi
- Dinleme, konuşurken karşıdaki kişinin yüzüne bakma, teşekkür etme, özür dileme, başkalarının duygularını anlamaya çaba sarf etme becerilerinin kazandırılması

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Konuşurken karşıdaki kişinin yüzüne bakabilme ve dikkatle dinleyebilme
- Başkalarına rahatça teşekkür edebilme
- Başkalarından rahatlıkla özür dileyebilme
- Başkalarının neler hissettiğini anlamaya çaba gösterme

Materyaller

Etiketler, kalem, kaset çalar, müzik kaseti, “Duygu Yüzleri” afişi, “Ebru’nun kitabı” senaryosu, “Unutma” kağıdı, “Ev Ödevi” kağıdı , çerez.

Süreç

1. Tanışma
2. Grubun amaç ve kurallarının açıklanması
3. Etiketlere isimlerin yazılması ve grup üyelerinin yakalarına takılması
4. Isınma egzersizi: İsim oyunu’nun oynanması (5 dakika).

Grup üyeleri yüzleri birbirlerine dönük iç içe iki daire oluşturur. Müzik ile birlikte saat yönünde hareket edilir. Müzik sustuğu zaman durup karşısındaki kişiye “Merhaba, ismim ---- . Senin ismin ne? “ der. Müzik tekrar çalar.

5. Senaryo ve ilgili sosyal becerilerin tanıtılması.

6. Rollerin kura çekilerek paylaşılması. Ebru'nun kitabı senaryosunun okunması.

EBRU 'NUN KİTABI

Sahne I

Ebruların evi

oturma odası

Ayşegül, Ebru

Ebru kitap okuyor

Ayşegül teybe kaset

koymaya çalışıyor.

Ebru - Bu kitabı sende okumalısın. Bir çocuğun hissettikleri, yaşadıkları çok güzel ifade edilmiş. Bir şeker portakalı fidanıyla yaptığı konuşmalarda Zézé

Ayşegül hala

kasetlerle uğraşiyor

Ayşegül - Hı hı.

Ebru - Vasconcelos'ın kitabını diyorum ismi Şeker Portakalı.

Ayşegül (dalgın) - Evet olabilir

Ebru - Aşkolsun Ayşegül neden beni dinlemiyorsun?

Ayşegül Ebru'nun yüzüne bakar

Ayşegül - Dinliyorum tabii ki. Hem nereden çıkardın dinlemediğimi?

Ebru - Dinlesen benim yüzüme bakardın. Sense arkamı dönmüş sürekli o kasetlerle ilgileniyorsun.

Ayşegül - Aslında dediklerini duydum. Kitabın seni çok heyecanlandırıldığının da farkındayım ama evet haklısın çok iyi dinlemedim. Senin yüzüne hatta gözlerinin içine bakmalıydım. Ve sen konuşurken de seni anladığımı/dinlediğimi göstermek için hı-hı ya da evet gibi sözler söylemeli başımı sallamalıydım.

Ebru - İyi dinlemenin yollarını ne güzel saydın. Karşı taraftan hiç tepki gelmeyip yüzüne de bakılmayınca insan kendi kendine konuşuyormuş gibi hissediyor.

Ayşegül - Özür dilerim arkadaşım. Bir daha böyle yapmam.

Sahne II

Ayşegül , Sevim (Ayşegül'ün annesi)
Sokakta yan yana yürüyorlar

Ayşegül ve annesi kitapçıya girerler

O tarafa yönelirler

Ayşegül kitapların arasından "Kayığım Rosinha"yı eline alır ve özetini okur.

Ebru kitabın ilk sayfasına bir şeyler yazar.

Parasını ödeyip kitapçıdan çıkarlar.

Sahne III

Sınıf

Ebru, Can, Özlem, Ayşegül

Ayşegül - Anne şu kitapçıya girelim mi?

Anne - Neden, ne oldu?

Ayşegül - Bir yazarın kitabını soracağım.

Anne - Peki ama çabuk ol. Oldukça geç kaldık.

Tezgahtar - Yardımcı olabilir miyim ?

Ayşegül - Vasconcelos'ın Şeker Portakalından başka eserleri var mı?

Tezgahtar - Var tabi. Bakın sol tarafta çağdaş yazarlar kısmında

Anne - Şeker Portakalı'nı okuduğumu bilmiyordum.

Ayşegül - Henüz okumadım. Ama Ebru bitirmek üzere. Bitirince bana verecek. Yazarı çok övdü. Belki başka bir eserini daha okumak hoşuna gider.

Anne - Benim düşünceli kızım.

Ayşegül - Herhalde bunu beğenir.

Tezgahtar - Hediye paketi mi olsun?

Ayşegül - Evet. Yalnız paketlemeden önce içine bir not yazmak istiyorum.

Tezgahtar - Size bir kalem vereyim.

Özlem - Ben meyve suyu içmek istiyorum hem de biraz temiz hava alırız. Haydi çıkalım mı?

Can - Olur. Bir sev icmevi red edemeveceğim.

Ebru paketi alır.
Açar. Kitabı görünce sevinir

Kapağını açar, ilk sayfada
kendisine yazılmış olan yazıyı
okur. Ayşegül'e döner

Diğerleri Ayşegül'e dönerler

Ebru Ayşegül'ün
yüzüne bakarak

Can Ayşegül'e döner

Can - Kart falan var mı?

Ebru - "Kayığım Rosinha". Hem de Vasconcelos'ın kitabı

Ayşegül - Umarım bu kitabını da öteki kadar seversin Ebru.

Ayşegül - Bu yazarı sevdiğini öğrenince sürpriz yapayım dedim. Hem Şeker Portakalı'nı bana verecektin.

Ebru - Bana bu kitabı hediye ettiğin için çok teşekkür ederim. Ayşegül

Ayşegül - Bir şey değil.

Can - Arada bana da sürpriz yapabilirsiniz.

Ayşegül - Cumartesi günü Ebru'larda otururken o bana okuduğu kitabı ve yazarı anlatıyordu bende gerçekten onu dinliyormuş gibi davranmadım. Sonra bana kırıldığını biraz da hayal kırıklığına uğradığını hissettim.

Ebru - Gerçekten de biraz kızgınlığım vardı ama bu davranışı senden beklemediğim için daha çok hayal kırıklığı hissettim.

Can - Sen nasıl anladın Ebru'nun hayal kırıklığını. Baksana sana söylememiş.

Ayşegül - Başkalarının duygularını anlarım ben.

Özlem - Nasıl yani?

Can - Ben bu işi pek bilmiyorum ve de yapamıyorum.

Ebru - Belki Ayşegül bize yardım eder.

Ayşegül - Bir şey hissettiğimizde bu vücudumuzun duruşundan, yüzümüzden, söyleyiş tarzımızdan ya da yaptıklarımızdan belli oluyor.

Can - İpucu mu yakalyorsun.

Ayşegül - Öyle de denebilir. O kişiyi gözlüyorsun ve ne hissetmiş olabileceğini bulmaya çalışıyorsun.

Ebru - Benim hayal kırıklığıma da böyle fark ettin

Ayşegül - Sesin titredi bakışların değişti, bir de öyle bir beni dinlemiyorsun dedin ki sesin çok şaşırılmış gibiydi. Benden beklemediğin bir şey yaptığımı anladım. Yanlışımı fark edince hemen özür diledim ama daha sonra

davranışımı düşününce başka bir şekilde de özür dileyebileceğimi fark ettim.

Can - Hep sadece özür dilerim demek yeterli diye bilirdim.

Ayşegül – Bir şey yapınca özür dilemeli ama başka yollarla da yapılabilir.

Özlem - Haydi biz de değişik teşekkür etme yolları düşünelim. Ayşegül bize değişik bir özür dileme yolu gösterdi. Söylemenin yanında hediye alabiliriz ya da bir iyilik yapabiliriz.

Ebru - Veya o kişiyi bir yere davet edebiliriz. Mesela pastaneye veya dondurma yemeye. Kek ısmarlamak da iyi fikir.

Can - Ee artık bu böyle sürer. Yaşadık!

Can - Bilmem hatırlıyor musun sende geçenlerde beni üzmüştün.

Zil çalar. Can Özleme döner gülerek

Gülüşerek yerlerine geçerler.

7. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
8. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.
9. Duyguların tanıtıldığı “Duygu Yüzleri” afişi’nin kopyalarının dağıtılması ve hissettiklerimiz yüzümüzden anlaşılır mı? sorusunun tartışılması.
10. Sosyal beceri aşamalarının özetlendiği “Unutma” kağıtlarının dağıtılması.
11. Oturumun özeti ve “Ev Ödevi” kağıtlarının dağıtılması.

II. Oturum

Amaçlar

- Başkalarına ait eşyaları almama, yanlış bir davranışın sonuçlarını kabul etme, problem çözme, dürüst olma, başını derde sokmama becerilerinin kazandırılması

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Kendisine ait olmayan eşyaları almaktan kaçınma
- Yanlış bir davranışın sonuçlarında olabilecekleri kabul edebilme
- Yaptıkları hakkında doğruyu söyleyebilme
- Bir problem karşısında seçenekleri belirleyebilme ve uygun olanı seçme
- Kendini kontrol ederek başını derde sokacak davranışlardan uzak durabilme

Materyaller

“Bisiklet senaryosu”, “Unutma” kağıdı, “Ev Ödevi” kağıdı , çerez.

Süreç

1. I. oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. Yeni senaryo ve ilgili sosyal becerilerin tanıtılması.
3. Rollerin kura çekilerek paylaşılması. “Bisiklet” senaryosunun okunması.

BİSİKLET

Sahne I

Cem, Gökçe
Sokak

Cem - Bak benimde canım değişik birşey yapmak istiyor. Biraz heyecan yaşayalım mı?

Gökçe - Ne iyi olurdu. Ama nasıl heyecan yaşayacağız. Yapacak değişik birşey yok ki.

Cem- Bisikletle dolaşmaya ne dersin?

Gökçe - Benim bisikletim bu sene sınıfımı geçersen alınacak. Bildiğim kadarıyla senin de yok.

Cem - Bak Ahmet ağabey'in bisikleti bodrum katında duruyordur. Onu alırız. Birlikte binebiliriz ya da önce ben sonra sen binersin.

Gökçe - Bisikleti almak istiyorsun ama alamazsın o sana ait değil ki.

Cem - Birşey olmaz. Ahmet ağabey benim kuzenim. Bana kızmaz.

Gökçe - Ne olursa olsun. Yine de önce ona sormak lazım.

Cem ortadan kaybolur.

Biraz sonra bisikletle döner

Cem - Bak kilitlememiş bile. Sanki benim almam için. Ben biraz geziyorum. Hadi sende gel.

(Kafa sesi) Gökçe - Eğer bende binersem suç ortaklığı yapmış olacağım. Sonuçta Ahmet Ağabey bize çok kızacak biraz gezmek için onu kızdırmaya ve üzmeye değmez. Hayır ben gezmeyeceğim.
Gökçe - Ben gelmeyeceğim. Yücel'i çağırmaya gidiyorum. Belki onun değişik bir fikri vardır.
Cem - Sen bilirsin.

Sahne II

Gökçe, Yücel

Yücel'in oturduğu apartman

Yücel - Keşke engel olsaydın. Başkalarına ait eşyaları almamalıyız.

Gökçe - Söyledim. Ama beni dinlemedi.

Yücel - Bunu istiyorum ama alamam bu başkasının demeliydi.

Gökçe- Ben de böyle söyledim. Önce sormalısın, izin almalısın dedim.

Yücel - Elbette. Önce seçenekleri düşünmeliydi. Ödünç isteyebilir, değiş tokuş önerebilir, başka birşey yapabilir ya da satın alabilirdi.

Gökçe - Ben başka birşey yapmayı seçtim ve yaptım. Onun için kendime kocaman bir aferin diyorum.

Yücel - Biraz atari oynamaya ne dersin?

Gökçe - Tamam

Sahne III

Cem

Sokak

Bisikletin lambası kırılmış

Cem ağlamaklı

Cem - (kafa sesi) Ben ne yapacağım şimdi. Hem evden çok uzaklaştım hem de Ahmet ağabey anlayacak. Mahvoldum. Evet hata yaptım. Hata yaptım ama sonuçlarını kabul etmeliyim. Sonuçlarını düşünmek ah Ahmet ağabey ve annem babam bana çok kızacaklar. Ben yaptım, bisikletin lambasını ben kırdım deyip bir daha haber vermeden almayacağım diyeceğim ve özür dileyeceğim. tamam aynen böyle yapacağım. Doğrusu bu.

Cem

Bisikleti iterek

eve doğru yürür

Karşıdan sınıf arkadaşı Sevgi ve

Belgin gelmektedir

Sevgi - Merhaba Cem

Belgin - Merhaba Cem

Cem - Merhaba

Sevgi - Ne bu halin. Yüzün bir karış. Hem sen buralara pek gelmezdin, ne oldu?

Cem -Bisikletin lambası kırıldı. Biraz ileride arabalardan kaçayım derken az daha bisikleti parçalıyordum. Neyse ki sadece lambası kırıldı.

Cem (tereddütle)

Belgin - İyi ki birşey olmamış. Neyse annelerde sana birşey olmadığı için kızmazlar.

Cem - Bisiklet benim değil. Ahmet ağabeyimin.

Sevgi - Canım oda kızmaz herhalde. Tamir olur.

Cem - Ama onun haberi yok. Problemi anladın mı?

Belgin - Başın dertte.

Sevgi - Bir saniye şimdi öncelikle bisikleti ne yapacağına karar vermen gerekiyor. Problem bu. Bunu çözmen lazım.

Cem - Ama nasıl?

Sevgi - Tüm problem çözme yollarında olduğu gibi. Öncelikle dur ve sakinleş. İlk halledilmesi gereken sorun sanırım lamba'nın tamiri ya da değiştirilmesi.

Cem - İyi de nerede tamirci. Hiç bir fikrim yok.

Sevgi - Çözüm yolları düşünelim. Eğer tamir ettirmezsen Ahmet ağabeyine lazım olduğunda kullanamayacak ve daha çok kızacak

Belgin - belki de kendi tamircisinde yaptırmak isteyecek.

Sevgi - Tamir ettirmen de zamanını alacak ama

Cem - Yani bütün seçeneklerin olumlu ve olumsuz sonuçları var.

Sevgi - Problem çözebilmek için bu şart ama. Hepsinin olumlu ve olumsuz sonuçlarını değerlendirmelisin. Hangisi sence daha önemli.

(Düşünceli) Cem - Sanırım tamir ettirmeliyim. Acaba bu tamirci nerede? Hem param yeter mi ki?

Belgin - Bende biraz para var. Sonra bana ödersin. Vardar sokakta Umut oturuyor. Gel istersen ona soralım onun bisikleti var.

Sahne IV

Cem, Belgin, Sevgi, Umut
Umut'un evinin önü.

Umut - Bakın şimdi bu sokağın sonundan sola dönün ve biraz daha gidin. Yine soldaki sokağa girin. Hemen sağdaki 3. apartmanın altında tamirci var. Birşeyler yapar sanırım.

Cem - Çok sağol.

Sevgi - Sağol

Belgin - Teşekkürler Umut görüşürüz sonra.

Umut - Güle güle acele edin, kapanmadan yetişin.

Sahne V

Tamirci
Cem, Belgin, Sevgi

Cem - Ne kadar sürer ?

Tamirci - Fazla sürmez sadece değiştireceğim. Şanslısın ki uygunundan var.

Bir süre sonra

Cem ve Belgin
paralarını birleştirirler
Sokakta yürürler

Tamirci - İşte tamam. Bak yeni gibi oldu.
Cem - Teşekkürler. Ne kadar ödemem gerekiyor
Tamirci - 1 milyon lira.

Cem - Buyurun iyi akşamlar
Cem - Artık eve dönmem gerekiyor. Yarın parayı
getiririm Belgin.

Belgin - Sorun değil. Bak Sevgi'nin problem
çözme metodu işe yaradı.

Cem - Evet.

Sevgi - Bir yolu seçtin ve uyguladın. İşe yaradı
değil mi?

Cem - Olmaz mı. Peki halledemesek ne olacaktı?
Aslında düşünmek bile istemiyorum.

Sevgi - Ne olacak diğer seçeneklerine dönüp bir
tane daha seçecektin ve uygulayacaktın.

Sevgi - Yalnız Ahmet ağabey'ine doğruyu söyle.

Cem - Tamam ama bana çok kızacak.

Belgin - Dürüst olmazsan neler olacağını bir düşün.
Yine fark edebilir. Hem kendisi araştırıp senin
yaptığını duyarsa daha fena olur.

Sevgi - Evet. Ne söylemen gerektiğini, nasıl
söyleyeceğini düşün ve söyle.

Belgin - Özür dilerim, ama benim amacım biraz
gezmekti deyip gerçeği söyleyebilirsin.

Cem - Evet öyle yapacağım. Herşey için çok
teşekkürler. Hoşçakalın.

Sevgi - Belgin - Güle güle.

Sahne VI

Gökçe, Gökçenin teyzesinin oğlu
Engin ve halasının kızı Esin
Esin'lerin evi
Oturma odası

Esin - Sonradan olacakları düşününce bisikletle
gezmeye değmez diye mi düşündün?

Gökçe - Başımı derde sokmamalıyım dedim.

Engin - Nasıl düşündün? Ben bazen istemesem de
guruptakilere veya arkadaşşıma uyuyorum.

Gökçe - Önce onun ne yapmamı isteğini dinledim
ve nedenini düşündüm. Hem eğlenmemi istiyor
olabilirdi hem de suç ortağı oluyordum. Sonra
da neler olabileceğini düşündüm. Bir kere
başım derde girecekti. Hem de Ahmet ağabey
artık bana güvenmeyebilirdi ve onu da
üzerdim. Bence bütün bunlara değmezdi.

Bence insan önce riskleri ve kazancını düşünmeli. Sonra da ne yapmak istediğine karar verirsin.

Esin - Peki Cem ne dedi?

Gökçe - Önce izin alınması gerektiğini söyledim ve sana katılmayacağım dedim.

Engin - Ya ısrar etseydi.

Gökçe - Başkaları istedikleri kadar baskı yapsın. Sen doğrunun ne olduğunu bildikten sonra ne fark eder.

Engin - Peki yalnız kalmadın mı?

Esin - Evet ya.

Gökçe - Hayır, yapacak başka bir şey buldum. Yücel'e gittim. Sonra onunla atari oynadık. Çok da eğlenceliydi.

Esin - Sen de dene bunu Engin. Bak başın derde girmez.

Engin - Denemeye değer. Hadi bizde dama oynayalım mı?

Gökçe - 3 kişiyiz ama

Engin - Eşleri değiştiririz. Turnuva gibi

Esin - Kabul

Gökçe - Hadi başlayalım.

4. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
5. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.
6. Sosyal beceri aşamalarının özetlendiği “Unutma” kağıtlarının dağıtılması.
7. Oturumun özeti ve “Ev Ödevi” kağıtlarının dağıtılması.

III. Oturum

Amaçlar

- Başkalarına yardım etme, yardım isteme, dikkatini yoğunlaştırarak çalışma, kendini ödüllendirme becerilerinin kazandırılması

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Yardıma ihtiyacı olan arkadaşlarına yardım etmeyi önerebilme
- Gerekliğinde arkadaşlarından yardım isteyebilme
- Çevredeki uyarıcılardan etkilenmeden dikkatini yoğunlaştırarak çalışabilme
- Başarılarının sonucunda kendini ödüllendirebilme

Materyaller

“Çalışma Kulübü” senaryosu, “Unutma” kağıdı, “Ev Ödevi” kağıdı , çerez.

Süreç

1. II. oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. Yeni senaryo ve ilgili sosyal becerilerin tanıtılması.
3. Rollerin kura çekilerek paylaşılması. “Çalışma Kulübü” senaryosunun okunması.

ÇALIŞMA KULÜBÜ

Sahne I

Zeynep (Elif’in annesi),
Uğurtan, Başak
Eliflerin evi, sokak kapısı açık
çocuklar kapıda

Başak ve Uğurtan birlikte

Elif’in babası (Giray) sesleri
duyup kapıya yaklaşır.

Uğurtan ve Başak
birbirlerine bakarak

Zeynep - Hoşgeldiniz çocuklar.

- Hoşbulduk Zeynep Teyze

Uğurtan - Elif evde mi Zeynep teyze?

Zeynep - Bugün anneannesinde kalacak.

İskenderun’dan kadeşim ve yeğenim
gelmişlerdi.

Başak - Ne güzel (sevinçle)

Uğurtan - (Sıkılarak) Yaa.

Giray - Merhaba gençler. Neden gelmiyorsunuz?

Hadi girin içeri.

Uğurtan - Rahatsız etmeyelim sizi Giray amca.

Başak - Biz sadece birşey soracaktık Elif’e.

Uğurtan - (Başak’a) Aslında Giray amcada bize
yardım edebilir.

Sahne II

Elif'lerin evinin

oturma odası

Giray (Elifin'in babası),

Başak, Uğurtan. Zeynep
(Elif'in annesi)

Elif'in annesi
merakla sorar

Zeynep - Hadi kapıda kalmayın girin içeri bakalım.

Giray - Nasıl yardım edebilirim size söyleyin
bakalım.

Uğurtan - Aslında bir fikrimiz var ve bunun iyi bir
fikir olup olmadığını bize söyleyebilirsiniz.

Giray - Neymiş

Başak - Bugün sınıfta İngilizce sınavının notları
açılandı. Bir kısmımız iyi not aldık bir
kısmımızda oldukça kötü.

Uğurtan - Sevdiğimiz arkadaşlarımızın kötü not
almasına üzüldük ve onlara yardım etmeliyiz
diye düşündük.

Zeynep - Sizin yardım etmenizi isteyip
istemediklerini nereden biliyorsunuz.
Söylediler mi?

Başak - Söylemediler de, biz öyle gözlemledik.

Uğurtan - Son zamanlarda sınavlardan, sadece
İngilizce değil, zayıf not alan arkadaşlarımız
var. Mesela Nilgün, Ümit. Kendilerini başarısız
hissettiklerini söylediler. Bizim notlarımız iyi.
Belki çalışmalarına yardım edebiliriz.

Giray - Çok duygulandım gençler. Ne kadar güzel
düşünmüşsünüz Ayrıca başkalarının
duygularını da anlamaya çalışmanız çok iyi.
Yalnız başkalarına yardım etmek için onları
gözleme ve yardıma ihtiyaç duyduklarına
karar vermektense, başka şeyler de
yapmalısınız.

Uğurtan - Yardımcı olabileceğimiz yolları
düşündük.

Başak - Evet bir çalışma kulübü kuralım mı, diye
düşünüyoruz. Hepimizin çok iyi olduğu
başarılı olduğu dersler var. Yardıma ihtiyacı
olanlara okuldan sonra hafta da 1 gün
matematik, 1 gün fen bilgisi, İngilizce falan
gibi en zorlandıkları derslerde birlikte çalışarak
yardım edebiliriz.

Giray - Elif'i de bunun için aradınız herhalde.

Uğurtan - Evet. Hem kulüp hakkındaki fikrini
soracaktık, hem de bize yardım eder mi diye
soracaktık.

Zeynep - Çok az kişi olmuyor musunuz yine de?

Giray - Baksana yardım etmek için yardım

(Gülerek)

istiyorlar.

Uğurtan - Şey aslında sorunun ne olduğuna karar verdikten sonra bunu kendi başımıza çözemeyeceğimize karar verdik. Yardım edebilecek arkadaşları düşündük ve küçük bir liste yaptık.

Başak - Elif listenin en başında.

Zeynep - Bence de fikriniz güzel, yine de Elif'e sorun ve yardımını isteyin.

Giray - Başkalarına yardım ederken ihtiyaç duyup duymadığına baktınız ve yardım yollarını düşündünüz ama birşey unutmuyor musunuz?

Başak, Uğurtan - Neyi?

Giray - Yardım isteyip istemediklerini sormayı.

Başak - Elbette Giray amca sormaz olur muyuz. Ben Nilgün'e sordum birlikte çalışmayı ister misin diye çok sevindi. Ama biz daha çok kişiye yardım etmek istiyoruz.

Uğurtan - Onlara da soracağız ama önce arkadaşlarımızdan kulübe katılırlar mı diye yardım istiyoruz.

Zeynep - Siz işi büyütmek istiyorsunuz.

Giray - Zeynep gençlere yiyecek birşeyler getirsene daha dolaşacakları çok ev var galiba

Zeynep - Sıcak poğaça ve meyve suyu geliyor.

Merakla sorarlar

Gülerek
Hepsi gülerler

Sahne III

Sınıf

Uğurtan, Başak, diğer öğrenciler
(Sınıf öğretmeni) Ayla

Uğurtan - Yardım edebilecek arkadaşların listesi var.

Ayla - Sizi gerçekten tabrik etmeliyim çocuklar. Ancak bunu nerede yapacaksınız? Birde kaç tane öğrenci var katılmak isteyen sizin bu kulübünüze?

Başak - Tüm sınıfa duyursak epeyce fazla olabilir. Şimdilik 5 ders için yardım edecek arkadaş var.

Ayla - Birde müdiranım'la görüşelim. Belki okul içinde size bir yer verebilir.

Sahne IV

Müdür'ün odası

Müdirehanım ve
sınıf öğretmeni Ayla

Müdiranım - İyi düşünmüşler. Muhasebenin yanındaki küçük odayı kullanabilirler. Masa ve sandalye konulunca sanırım işlerine yarar.

Sınıf öğretmeni - Teşekkürler. Çok hevesliler.

Bakalım faydası olacak mı.

Sahne V

Sınıf

Uğurtaş, Başak
ve diğer öğrenciler

Sahne VI

Çalışma Kulübü odası
Elif, Nilgün

O sırada zil çalar
Öğrencilerin sesleri

Başak - Uğurtaş'ın anlatıklarını dinlediniz. İstekli arkadaşlar ders aralarında bizlere adlarını yazdırabilirler.

Elif - Hepsinin past tense'lerini yazabilirsin. Ben tek büyük bir yağda yazınca daha kolay bakabiliyorum. Sende deneyebilirsin.

Nilgün - İyi fikir. Şimdi başlayayım.

Nilgün - (sıkıntıyla) yine çok gürültü geliyor. Nasıl çalışacağız. İnsanın canı dışarı çıkmak istiyor. Sahi Elif sen nasıl çalışıyorsun? Kafan takılmıyor mu?

Elif - İçimden 5'e kadar sayıyorum bu benim hemen kalkıp gitmemi engelliyor. Sonrada kendi kendime devam edeceğim çalışmaya diyorum.

Nilgün - Sonra da çalışmaya devam ediyorsun değil mi?

Elif - Elbette. Birde kendimi ödüllendiriyorum.

Nilgün - Nasıl yani?

Elif - Önce kendimi ödüllendirecek birşey yapıp yapmadığıma karar veriyorum. Mesela dışarıya çıkmadığım ve çalıştığım için bir ödülü hakettim.

Nilgün - (gülerek) Kendine hediye mi alıyorsun her seferinde.

Elif - (gülerek) Senin dediğin gibi olsa bu biraz masraflı olurdu. Aferin sana, başardın, devam et gibi sözler söylüyorum kendime, ya da bir yere gidiyorum, bazan sevdiğim birşeyi alıyorum.

Nilgün - Hepsi bu kadar mı?

Elif - Evet. Haydi past tense'leri yazmayı bitirde kendimizi ödüllendirelim.

4. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
5. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.
6. Sosyal beceri aşamalarının özetlendiği "Unutma" kağıtlarının dağıtılması
7. Oturumun özeti ve "Ev Ödevi" kağıtlarının dağıtılması.

IV. Oturum

Amaçlar

- Hayır denmesini kabul etme, sinirlenince kavga etmeme, alay ile başa çıkma, kendini kontrol etme becerilerinin kazandırılması.

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Bir isteğine hayır dediği zaman bunu kabul edebilme
- Sinirlendiğinde kendini kontrol edebilme
- Birisi alay ettiğinde kavga etmeden bu sorunla başa çıkabilme

Materyaller

“İlgaz Kampı” senaryosu, “Unutma” kağıdı, “Ev Ödevi” kağıdı , çerez.

Süreç

1. III. oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. Sinirlenmek, gergin olmak, gevşemek kavramlarının kısaca tanıtılması.
3. Gevşeme egzersizi.

Grup üyelerinin kendilerini gergin hissettiklerinde, sinirlendiklerinde kullanabilecekleri gevşeme egzersizi için grup üyelerinin yerlerinde rahat oturmaları, gözlerini kapatmaları ve araştırmacının verdiği şu yönergeleri takip etmeleri söylenir.

- Ellerinizi yumruk yapın, iyice sıkın. Kolunuz ve ellerinizdeki gerginliği hissedin. Şimdi kendinizi rahat bırakın. Rahatlığı hissedin.
 - Şimdi ayaklarınızı yere basın ve olabildiğince yeri itin. Şimdi ayaklarınızı uzatın. Rahatlığı hissedin.
 - Ellerinizi midenizin üzerine koyun. Yavaş yavaş ve derin bir nefes alın ve tutun. Nefesinizi yavaşça bırakın. Rahatlığı hissedin.
4. Senaryo ve ilgili sosyal becerilerin tanıtılması.
 5. Rollerin kura çekilerek paylaşılması. “İlgaz Kampı” senaryosunun okunması.

ILGAZ KAMPI

Sahne I

Onur ve Mehmet
Okul bahçesi
Okul çıkışı

Mehmet - Hafta sonu Ilgazdaki kampa katılmalısın.
Çok eğleneceğiz.
Onur - Ben de istiyorum ama bilemiyorum. Annem
ve babama sormalıyım. Belki izin verirler.
Mehmet - Ben Enver amcaya daha öncekilerin ne
kadar iyi olduğunu anlatırım. Babam da onu
ikna edebilir.
Onur - Kabul etse ne iyi olacak. Ama hiç
sanmıyorum.
Mehmet - Belli olmaz canım. Bu kadar umutsuz
konuşma.
Onur - Neyse ben eve hemen gitmeliyim. Sana
haber veririm.

Sahne II

Onur ve Çiğdem (Onur'un
annesi)
Onur'ların evi
Mutfak
Anne ve Onur birlikte yemek
masasını hazırlıyorlar.

Çiğdem - Bardakları da koyarsan tamam. Hadi
kardeşine haber ver.
Onur - Anne birşey sorabilir miyim?
Çiğdem - Sor tabi.
Onur - Okulun izcilik kolu hafta sonu Ilgaz dağına
kamp yapmaya gidecekmiş. İsteyen
katılabilecekmiş.
Çiğdem - Evet.
Onur - Ben de katılabilir miyim?
Çiğdem - Daha yeni iyileşmeye başladın. Orada
tekrar üşütebilirsin.
Onur - Anne Lütfen!
Çiğdem - Babana da sormamız lazım ama fazla
umutlanma. Ben onunda izin vereceğini
sanmıyorum.
Onur - Bütün arkadaşlarım orada olacak
Çiğdem - Başka bir sefere sen de gidersin. Haydi
şimdi kardeşini çağır.
Onur - Peki.

Çiğdem düşünceli

Onur isteksizce

Sahne III

Enver (Onur'un babası),
Onur, Çiğdem (Onur'un annesi)
Onur'un evi

Oturma Odası

Onur - Baba bugün izcilik kolunun bir duyurusu vardı.

Enver - Ne duyurusu?

Onur - Anneme de söyledim, işte Ilgaz dağına kamp yapmaya gideceklermiş. Ben de gitmek istiyorum.

Enver - Ne zaman?

Onur - Bu hafta sonu.

Enver - Daha hala öksürüyorsun. Hastalığın tam geçmedi.

Onur ağlamaklı

Onur - Ama baba ben hasta değilim. Hem Cumartesi gününe kadar iyileşirim. Bugün Pazartesi.

Çiğdem - Bir başka sefere Onur.

Enver - Evet bir başka sefere. Şimdi senin tekrar hastalanmanı göze alamayız, değil mi?

Çiğdem - Evet.

Onur'un gözleri dolar.

Onur (kafa sesi) - Büyüyünce her istediğimi yapacağım. Hem kendi çocuğumu da her yere göndereceğim.

Onur odasına gider

Çiğdem - Çok üzüldü.

Enver - Evet, ters zamana geldi. Yoksa hakikaten iyi olabilirdi böyle bir gezi.

Çiğdem - Öyle.

Sahne IV

Onur, Mehmet, Uğur, Birten

Okul

Okul'un kantini

Birten - Ne götürmemiz gerektiğini sen bize söyle Mehmet.

Uğur - Evet izci olan sensin. Bize yol göster.

Mehmet - Dalga geçmeyin. Ama hakikaten oralarda birinin size yol göstermesi gerekecek.

Mehmet - Sen niye konuşmuyorsun Onur?

Onur - Ben geziye katılamayacağım.

Mehmet - Yaa. İzin vermediler mi?

Onur - Biliyorsun geçen hafta bayağı hastaydım. Tekrar hastalanırım diye korkuyorlarmış.

Birten - Çok rahat söylüyorsun. Sana "hayır" denmesini ne kadar kolay kabul etmişsin.

Onur - Çok kolay değil ama bana neden "hayır" dediğini düşündüm.

Mehmet - Bu hayır cevabına karşı yapılacak ilk şey galiba.

Onur - Evet. Sonra da hafta sonu başka birşey yapabileceğimi düşündüm. Hem annem ve

babama ne kadar üzüldüğümü de söyleyeceğim.

Birten - Ben olsam yazardım. Duyguları yazarak ifade etmek bana daha kolay geliyor.

Onur - O da bir başka yol. Ben söylemeyi seçtim. Herkes istediğini seçebilir.

Uğur - Allah aşkına nelerden konuşuyorsunuz? Duygular filan. Sen de Onur bayağı “ana kuzusuymuşsun”.

Onur bozulur

Onur - Ben ana kuzusu falan değilim. Doğru konuş söylediklerini geri al

Uğur’a doğru yönelir

Uğur - Almazsam ne olacak ?

Uğur Onurun üstüne yürür

Mehmet ve Birten birlikte

Durun ne yapıyorsunuz?

Mehmet - Sinirlenince kavga etmek tek yol değil.

Birten - İkinizde durun ve neden kavga etmek istediğinizi düşünün.

İkisini ayırırlar

Onur - Çünkü beni kızdırdı.

Birten - O zaman kızgınlığınızı farket ve 10’a kadar say.

Onur - Neye yarayacak ?

Birten - Bu senin biraz olsun kendini kontrol etmeni sağlar. Sonra da kavga etmekten başka seçeneklerin neler onları düşünürsün.

Onur ve Uğur biraz sakinleşmiş olarak

Mehmet - Evet Uğur senin için de aynı şey geçerli.

Onur - Peki nedir o seçenekler

Birten - Uzlaşabilirsin, ortamdan bir süre uzaklaşabilirsin, fikirlerini düzgün cümlelerle söyleyip duygularını da belirtebilirsin.

Mehmet - Evet karar sizin. İsterseniz birbirinizle kavgaya devam edin.

Uğur ve Onur birbirlerine bakarlar

Uğur - Biraz düşününce yaptığımız şey saçma geliyor.

Onur - Benimle alay edince çok sinirlendim.

Uğur - Bu kadar sinirlendireceğimi tahmin etmedim. Öylesine söyledim. Özür dilerim.

Mehmet - Önce seninle gerçekten alay ediliyor mu diye düşünseydin.

Birten - Evet yanlış anlamış da olabilirsin ama alay ediliyorsa yine durup 10’a kadar içinden sayabilirsin.

Mehmet - Alay edilmeye başa çıkabilirsin bunun

için yine birçok seçeneğin var. Mesela sende şaka yapabilirsin, seni nasıl kırdığını “Ben dili” kullanarak söyleyebilirsin ya da duymamazlıktan gelebilirsin.

Uğur - “Ben dili” ne?

Mehmet - Benimle böyle konuşamazsın demek yerine karşımızdakini tehdit etmeden, suçlamadan o durumda neler hissettiğimizi anlatmanın yolu. Mesela “Benimle alay edildiği zaman kendimi çok kötü hissediyorum” dediğinde ben dilini kullanmış oluyorsun.

Onur - Yani ben seni şimdi döveceğim demek ben dili olmuyor.

Mehmet, Birten ve Uğur
Onur’a bakarlar, Onur güler

Onur - Sadece şaka yaptım. Bu kadar kötü bakmayın.

Birlikte gülmeye başlarlar

Sahne V

Birten, Ülkü, Filiz

Okul çıkışı

Eve doğru yürüyorlar

Ülkü - Demek olayları kaçırdım.

Birten - Hiç hoş bir manzara değildi. Fazla birşey kaçırılmış değilsin

Ülkü - Sahi birbirlerini dövecekler miydi?

Birten - Mehmetle ben öyle zannettik. Sanırım bayağı kötü bir kavga olacaktı.

Filiz - Kendilerini kontrol edemediler demek.

Birten - Tam anlamıyla öyle.

Ülkü - İnsan kendini nasıl kontrol eder ki?

Filiz - Kontrolünü kaybetmek üzere misin, gerginleşiyor musun, öfkeleniyor musun diye vücudunda ne olup bittiğini dinlersin. Bunlar sana ipucu verir.

Ülkü - Bazen saatli bomba gibi oluyorum (güler) Her an patlayabilirim.

Birten - Neden olmasın. Kendini kontrol edemezsen patlarsın. Sonradan üzülebilir, utanabilirsin.

Filiz - İşte bu durumda böyle hissetmene neyin neden olduğunu düşünüp ne yapacağına karar vermek en iyisi.

Birten - Ben çoğu zaman içimden 10’a kadar sayıyorum.

Filiz - Tamam işte. Bu bir yol. Oradan uzaklaşabilirsin ya da kendine yapacak başka birşey bulabilirsin. Bunlarda diğer yollar.

Ülkü - Peki duygularımızı ifade etmekte bir yol olabilir mi?
Filiz - Neden olmasın?
Birten - Evet aslında bunu da öğrenmeliyiz.

Filiz'in apartmanının önü

Filiz - Ben evime geldim. Duyguları yanına bırakalım mı?

Birlikte gülerler

Ülkü - Peki. Yarın görüşürüz.
Birten - Hoşçakal
Filiz - İyi günler

6. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
7. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.
8. Sosyal beceri aşamalarının özetlendiği "Unutma" kağıtlarının dağıtılması.
9. Oturumun özeti ve "Ev Ödevi" kağıtlarının dağıtılması.

V. Oturum

Amaçlar

- Kendi duygularının farkına varma ve ifade etme, başkalarının duygularını anlama ve ifade etme, tartışma ve çalışmalara katılma becerilerini kazanılması

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Kendi duygularının farkına varabilme
- Kendi duygularını ifade edebilme
- Arkadaşlarının duygularını anlayabilme
- Arkadaşlarının duygularını ifade edebilme
- Grup çalışmalarına ve tartışmalarına katılabilme

Materyaller

"Duygu Yüzleri" afişi, "Duyguların Keşfi" senaryosu, "Unutma" kağıdı, "Ev Ödevi" kağıdı, çerez.

Süreç

1. IV. oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. Senaryo ve ilgili sosyal becerilerin tanıtılması.
3. Rollerin kura çekilerek paylaşılması. Duyguların Keşfi senaryosunun okunması.

DUYGULARIN KEŞFİ

Sahne I

Filiz, Birten, Ülkü

Okul bahçesi

Teneffüs

Ülkü - Dün Sema'nın ağlayarak sınıftan çıkması beni çok üzdü.

Birten - Evet ben de çok kötü oldum.

Filiz - Kimbilir ne oldu?

Ülkü - Annesi hastaymış, buna çok üzülmüş onun için de kendini tutamamış

Filiz - Keşke ne hissettiğini birisine söyleseydi

Birten - Keşke ama ne hissettiğimizi söylemek o kadar kolay mı?

Ülkü - Neden olmasın? Üzerinde biraz düşünüp çalışırsak bir yol bulabiliriz.

Filiz - Evet aslında üstünde çalışmalıyız çünkü zaman zaman ne hissettiğimizi fark edemiyoruz. Fark etsek bile nasıl ifade edeceğimizi bilmiyoruz.

Birten - Doğru çoğumuz bunu yaşıyoruz. Başkalarının duygularını da anlayamıyoruz, ya da anlasak bile ifade edemiyoruz.

Ülkü - Öyle. Kendi duygularımızın farkına varmamız, başkalarının duygularını anlamamız ve de ifade edebilmemiz için önce duyguları bilmek lazım.

Filiz - Haklısın. Önce duyguları tanımalıyız.

Birten - Ama nasıl?

Ülkü - Durun durun aklıma birşey geldi. Neden duyguların bir listesini yapmıyoruz? Hem sonra sınıfa da asarız, başkaları da bakar.

Filiz - Haklısın. O zaman kartondan yapalım.

Ülkü - İyi fikir. Sence Birten?

Birten - Ben gurup çalışmalarını severim. Haydi çıkışta karton alalım. Nazlıya da haber verelim belki o da gelir.

Ülkü - Tamam

(düşünceli)

Zil çalar. Okul binasına

doğru ilerlerler

Sahne II

Filiz, Birten, Ülkü, Nazlı

Ülkü'nün evi

Salon

Karton'a duygu sözcüklerini yazıyorlar

Filiz - Amma çok duygu varmış.

Nazlı - Olumsuz duygular daha kolay bulunabiliyor. Olumlu duyguları bulmak daha zor.

Ülkü - Acaba diğer arkadaşlara sorsak mı? Belki onlar da ekleme yapmak isterler.

Birten - Duyguları bulmaya çalışırken İngilizce sınavından önce yaşadıklarımı hatırladım. O gün sınav başlayana kadar midemi bir kedi tırmalıyormuş gibi hissettim. Epey heyecanlandım.

Filiz - Ben sakindim. İyi geçti sayılır.

Ülkü - Ben de öğretmenin zor sorular sormasından korktum. Biraz ellerim titredi galiba.

Birten - Hey baksanıza duygularımızı, fark etmek o kadar da zor değil galiba. Çünkü vücudumuz bunun işaretlerini veriyor. Mesela ben heyecanlanınca midemi kedi tırmalıyor gibi hissettim. Ülkü senin ellerin titremiş.

Nazlı - Benimde utanınca yüzüm kızarır.

Filiz - Ben çok korkunca kaskatı kesilirim. Kıpırdayamam.

Birten - Tamam işte duygularımızı fark etmek için ilk basamak vücudumuzda neler olup bittiğini fark etmek olmalı. Yani vücudumuzu dinleyeceğiz.

Ülkü - Farklı durumlarda vücudumuzda farklı şeyler hissederiz.

Birten - Bizde önce seni veya beni böyle hissettiren nedir, ona karar veririz.

Filiz - Sonra da duyguları seçeriz. Sevinç, hüznün, mutluluk, korku, heyecan gibi değil mi?

Birten - Evet. Bakın galiba keşfettik.

Kapı çalınır

Sahne III

Ülkü kapıyı açar

Batuhan, Cengiz ve Özge gelirler

Ülkü - Aa merhaba. Gelsenize içeriye.

Batuhan - Kitapçıya, gidiyoruz. Özgeyle benim yeni imla kılavuzu almamız gerekiyor.

Özge - Biraz da yürüyeceğiz, sende gelsene.

Cengiz, Batuhan, Özge
birbirlerine bakarlar

Sahne IV

Ülkü, Batuhan, Cengiz, Özge,
Birten, Filiz, Nazlı
Ülkü'nün evi
Salon
Duygu sözcükleri üzerine
tartışıyorlar

Cengiz bir mutluluk sözcüğünün
üzerine mutlu bir yüz ifadesi
çizer
Birten diğerlerine döner
Diğerleri hep birlikte -
Resim üzerine çalışırlar
Bir süre sonra

Birten, Nazlı, Filiz ve Ülkü'ye
döner
Birten anlatmaya başlar.
Bir süre sonra

Cengiz - Evde ne yapacaksın. Dersin mi var yoksa?

Ülkü - Çoktan bitirdim. İçeride Birten, Nazlı ve
Filiz var. Haydi girin sonra gidirsiniz. Hem
size yaptığımız şeyi de gösteririz.

Cengiz - Ne yapıyorsunuz? Merak ettim. Biraz
oturabiliriz belki

Özge - Olur

Batuhan - Tamam haydi.

Ülkü - Hadi geçin salona.

Batuhan - Çok güzel olmuş

Cengiz - Bence duygu sözcükleriyle birlikte biraz
da resim gerekiyor. Mesela her sözcüğün
üstüne ya da yanına onu anlatan yani o
duyguyu gösteren bir yüz çizilebilir. Mesela
şöyle

Nazlı - Harika.

Birten - Ne dersiniz?

Başlayalım

Batuhan - Şimdi iyi güzelde duyguları farketmek
ayrı ne duygusu olduğunu söylemek ayrı

Filiz - Söylemek için bilmek lazım.

Batuhan - Peki nasıl söyleyeceğiz?

Birten - Keşfimizden bahsedelim mi?

Batuhan - Şimdi dediklerinizi bir tekrarlayım
Doğru mu anlamışım? Vücudumuzda neler
oluyor fark edip, neyin böyle hissetmemize
neden olduğuna karar verdikten sonra ne
hissettiğimize de karar veriyoruz. Sonra da
uygun duyguyu seçiyoruz. Herhalde sevindim,
üzüldüm, kızdım demek yeterli olur.

Filiz - Ayrıca duygularımızı ne zaman, nerede ve
kime söyleyeceğimizi de belirlemeliyiz.

Batuhan - Herkes aslında ne kadar rahatlar ne hissettiğini söylese. Yani kavga etmeye, birbirinin arkasından konuşmaya ya da içi içini yemeye gerek kalmadan sade “Ben şöyle hissediyorum çünkü şöyle oldu” diyecek.

Ülkü - Sizi bilmem ama “Ben çok mutluyum çünkü hep birlikte birşey başardık”

Cengiz - Benimde midemde aç bir kurt var. Sizce ne hissediyor olabilirim?

Gülüşmeler

Ülkü - Kim bana pastaları getirmem için yardım ediyor?

Ben ben sesleri

Pasta tabaklarıyla dönerler

Pastalarını yemeye başlarlar

Birten - Ülkü doğum gününde de böyle pasta yiyecek miyiz?

Özge - Yaa doğum günün mü var?

Ülkü - Evet pazar günü.

Filiz - Çok birşey kalmamış. Şunun şurasında dört gün var.

Batuhan - Parti yaparsın değil mi?

Ülkü - Bilmiyorum. Anne ve babama sormalıyım. Sahi doğum günü partisi istiyor musunuz?

Cengiz - Elbette. Dans ederiz.

Batuhan - Eğleniriz.

Nazlı - Evet.

Birten - Size yarın haber veririm.

Tamam tamam sesleri

Sahne V

Sokak

Özge, Cengiz, Batuhan

Evlerine doğru yürüyorlar

Batuhan - Neyseki kitapçı kapanmadan yetiştik.

Özge - Evet.

Batuhan - Haydi yarın görüşürüz.

Cengiz - Görüşürüz.

Özge - İyi akşamlar

Batuhan - İyi akşamlar.

Özge - Cengiz duygu listesi için fikrini ne güzel söyledin. Ben olsam bir konu hakkındaki fikrimi öyle açıkça söyleyemem.

Cengiz - Neden?

Özge - Birileri tartışırken ben kendi fikirlerimi söyleyemiyorum. Aslında galiba tartışmalara nasıl katılacağımı bilmiyorum.

Cengiz - Çekiniyor musun?

Özge - Biraz. Hem bir de ya uygun değilse

Özge Cengiz’e döner

söyleyeceklerim.

Cengiz - Eğer istersen sana yardım edebilirim.

Özge - Çok sevirim. Sen her zaman rahat rahat tartışmalara katılıyorsun.

Cengiz - İstersen ben ne yapıyorum onu söyleyeyim. Önce ne söylemek istediğime karar veriyorum. Sonrada söylemek istediklerim guruptaki diğer kişilerin tartıştığı, konuştuğu konuyla ilgili mi diye kendime soruyorum.

Özge - Hepsi bu kadar mı?

Cengiz - Bir de "birşey söylemek istiyorum" diyorum ve söylüyorum.

Özge - Ya dinlemezlerse?

Cengiz - Dinlerler, eğer doğru zamanı kollarsan. Başkasının sözünün bitmesini bekle ve ondan sonra söyle. Sözlerini keserek söylersen dinlemezler.

Özge - Sağol Cengiz çok yardımcı oldun. Bir daha sefere söylediklerini yapmayı deneyeceğim. İyi akşamlar.

Cengiz - İyi akşamlar.

Özge'nin evinin önünde dururlar

Sahne VI

Ülkü'nün evi

Salon

Ülkü, Emine (Ülkü'nün annesi),

Muammer (Ülkü'nün babası)

Ülkü - Anne, baba doğum gününde arkadaşlarımı çağırabilir miyim?

Muammer - Bence bunu annene sor. Ne de olsa pasta yapımından annen sorumlu.

Ülkü annesine umutla bakar

Emine - Aa beni tek başına bırakmayacaksınız herhalde. Herkes görev alırsa ben de kabul ederim.

Ülkü sevinçle

Ülkü - Ben herşeye yardım ederim anne.

Muammer - Tamam iyi pasta yapamam ama ev süsleme işini de ben üstleneyim.

Hızla odadan çıkıp telefona doğru yönelir.

Ülkü - Teşekkür ederim. Yaşasın. Hemen arkadaşlarıma haber vermeye başlayayım.

Sahne VII

Özge, Ülkü, Nazlı

Okul

Koridor da konuşuyorlar

Nazlı - Demek annen baban parti vermeni kabul ettiler.

Ülkü - Evet. Arkadaşları davet etme işinde bana yardım eder misiniz? Ben bir liste yaptım. 20

Nazlı ve Özge konuşmaya başlarlar

kişi kadar.

Özge - Biz de göz atalım mı?

Ülkü - İyi olur. Ben kantinden birşey alacağım. Geliyorum.

Özge - Nazlı sen ne hediye alacaksın?

Nazlı - Bilmiyorum. Hoşlandığı birşey bulmaya çalışacağım.

Özge - Benim bir fikrim var.

Nazlı - Yaa neymiş o?

Özge - Hepimiz paralarımızı birleştirip onun bir süredir istediği boya takımını alabiliriz.

Nazlı - İyi fikir bence. Hem daha çok işine yarar değil mi? Diğerlerine de soralım.

Özge - Tamam soralım. Gerekirse ben paraları toplarım.

Sahne VIII

Ülkü'nün evi

Doğum günü partisinin sonu

Etrafta kirli tabaklar

Ülkü ve birkaç arkadaşı

Ülkü'nün yüzü asık. Birten

Ülkü'nün omzuna elini koyar

Birten - Ülkü lütfen. İnsan doğum gününde bu kadar üzülür mü?

Ülkü - Üzüldüğümü nereden çıkardın?

Özge - Nereden çıkarmış olabilir, baksana yüzünden düşen bin parça.

Cengiz - Evet.

Batuhan - Hem siz değil miydiniz bize duruşumuzun, yüz ifademizin duygularımız hakkında ipuçları verdiğini söyleyen?

Nazlı - Evet tüm gün boyunca hiç de eğleniyormuş gibi davranmadın.

Ülkü - Pes ettim. Demek çok belli ettim. Tamam dersinizi iyi çalışmışsınız. Evet söz verdikleri halde birçok kişi gelmediği için çok üzüldüm. Hem annele babam da çok uğraştılar. Onlarada mahçup oldum şimdi.

Filiz - Haklısın. 20 kişi için hazırlandılar ama sadece 8 kişi geldi.

Ülkü - Sadece üzülmedim kızdım da.

Cengiz - Sena aldırış etmiyorlar gibi mi hissettin?

Ülkü - Evet. Ama sizin bu kadar dikkatli ve duyarlı olmanız beni çok mutlu etti. Hem tüm parti

boyunca beni güldürmeye çalıştınız hem de benim duygularımın farkına varıp söylediniz. Bir de benim ne hissettiğimi öyle iyi tanımladınız ki

Birten - Tabii. Senin ne hissettiğini anlamak için gözlerimizi ve kulaklarımızı dört açtık.

Cengiz - Ben kendimi senin yerine koydum.

Ülkü - Nasıl?

Cengiz - Senin yerinde olsam bu durumda ne hissederdim ve sen nasıl hissedebilirsin diye düşündüm.

Özge - Ne iyi bir fikir. Bu bizim işimize çok yarar.

Filiz - İllaki söylemeli miyiz? Yani birinin ne hissettiğini anladığımızı göstermenin yolu yalnızca söylemek mi?

Ülkü - Birten elini omzuma koyduğunda benim duygularımın farkında olduğunu hissettim.

Batuhan - O kişiyi yalnızda bırakabiliriz. Belki bir süre yalnız başına kalıp kendi duygularının farkına varmaya, biraz zamana ihtiyacı vardır.

Nazlı - En iyisine herkes kendi karar verir bence.

Ülkü - Neyse benim doğum günü sayesinde duygu keşfetme listemize yeni birşey ekledik.

Batuhan - Bir dahaki doğum günü kimin?

Gülerek ortalığı toplarlar

4. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
5. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.
6. Sosyal beceri aşamalarının özetlendiği “Unutma” kağıtlarının dağıtılması.
7. Grup üyelerinin bir sonraki oturuma, çeşitli gazete ve dergilerden farklı yüz ifadelerini gösteren resimler keserek bir kartona yapıştırmaları ve bu yüzlerin hangi duyguları ifade ettiğini yazarak getirmeleri istenir.
8. Oturumun özeti ve “Ev Ödevi” kağıtlarının dağıtılması.

VI. Oturum

Amaçlar

- Ödev bitirme, kendini tanıtmaya, faaliyet önerme, kurallara uyma, oyuna katılırken izin isteme becerilerinin kazandırılması.

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Verilen ev ödevlerini bitirebilme
- Başkalarına gerektiğinde kendini tanıtabilme
- Arkadaşlarına yapacak faaliyet önerebilme
- Bir oyun oynarken kurallara uyma
- Bir oyuna katılırken izin isteyebilme

Materyaller

“Kukalı Saklambaç” senaryosu, “Unutma” kağıdı, “Ev Ödevi” kağıdı , çerez.

Süreç

1. V. oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. Yeni senaryo ve ilgili sosyal becerilerin tanıtılması.
3. Rollerin kura çekilerek paylaşılması. “Kukalı Saklambaç” senaryosunun okunması.

KUKALI SAKLAMBAÇ

Sahne I

Necla (Arda'nın annesi), Arda

Ardaların evi

Mutfak

Arda - “Dışarı çıkabilir miyim anne?” Cüneyt’lerle top oynayacaktık.

Anne - Çalışman bitti mi? Bugün çabuk bitirmişsin

Arda - Evet bugün fazla ödevim yoktu. Üstelik ödevlerimi bitirdikten sonra kendi kendime çalışmam bitti mi diye sordum ve yaptıklarımı gözden geçirdim. Sonra da yerine kaldırdım.

Anne- Yine de bir şey unutmuşsun

Arda Şaşırarak

Arda- Ne unutmuşum?

Anne gülerek

Birlikte gülerler

Sahne II

Arda, Cüneyt, Halil

Cüneyt'in oturduğu apartmanın bahçesi

Anne- "Aferin bana bitirdim" demeyi.

Cüneyt - Ahmet ve Orhan yukarı mahalledeki çocukların yanına gittiler. Biz seni bekledik.

Arda - Sağolun iyi ki beklemiştiniz yoksa tek başıma burada sıkılacaktım.

Halil - Biz de oraya gidelim. Belki birlikte birşeyler yaparız.

Arda - Ben hiçbirini tanımıyorum.

Cüneyt - Tanışsın.

Halil - Evet hepsi iyi çocuklar. Birlikte daha çok eğleniriz.

Arda - İsterseniz siz gidin ben eve döneyim.

Halil - Neden? Sende bizimle gel.

Cüneyt - Evet Arda, bırak şu çekingenliği bizimle gel.

Arda - Çekingenlikten değil. Oraya gidip pat diye.

Ne bileyim. Biliyorsunuz ikinizde kendiniz gelip benimle tanıştınız. Hep huzursuz oluyorum bu gibi durumlarda ne diyeceğimi bir türlü bilemiyorum.

Halil - Büyüttüğün şeye bak. Sana yardım ederiz.

Cüneyt - Elbette biz arkadaş değil miyiz?

Halil - Oraya gideriz biz "merhaba" dedikten sonra sende "merhaba" dersin.

Cüneyt - Evet uygun zaman ve yer önemli kendini tanıtmak için. Eğer kendi aralarında meşgullerse ya da oyun oynuyorlarsa oyunlarının bitmesini beklemelisin.

Halil - Sen merhaba / ya da iyi günler dedikten sonra "ben Arda" dersin. Sonra onların kendilerini tanıtmalarını bekle.

Arda - Ya söylemezlerse.

Halil - Sen sor o zaman.

Cüneyt - "Sizin adınız ne?" dersin.

Arda - Hepsi bu mu?

Halil - Gülümsemeyi unutma!

Cüneyt - Sonra konuşabileceğiniz birşeyler söylersin kendin hakkında olabilir.

Arda - Gittiğim okul, sınıf gibi mi?

Cüneyt - Elbette.

Halil - Denemelisin Arda. Denemeden bilemezsin.

Bir alışsan bir süre sonra zaten düşünmeden bunları yapar hale geleceksin.
Arda - Bilmemki (Biraz düşünür) aman herşeyin bir ilki var. Beni kandırdınız. Haydi gidelim.

Sahne III

Yukarı mahalle

Osman, Burak, Cüneyt, Halil,
Arda, Orhan, Ahmet
(Hep bir ağızdan)

(Arda diğerlerinin yanına
yaklaşır)

Ahmet ve Orhan da yaklaşır

Arda, Cüneyt ve Halil bakışır

Etrafta konuşmalar, uğultular
O sırada Arda (Kafa sesi)

Gülümseyerek

Hep birlikte

Burak koşarak ilerdeki bakkal
dükkanına gider. Elinde
kürdanlarla geri döner

Halil - Merhaba Osman. Merhaba Burak.

Çocuklar - Merhaba

Cüneyt - Herkese merhaba

Arda - Merhaba ben Arda.

Osman - Merhaba ben Osman

Burak - Ben de Burak

Orhan - Gelmeyeceksiniz sandık, merak ettik.

Ahmet - Bari biz aşağıya gelelim diyorduk.

Cüneyt - Biraz oyalandık da. Neyse ne yapmaya karar verdiniz?

Burak - Bir kaç kişi daha katılırsa maç yapabiliriz diye düşündük.

- Bu kadar kişiyle kukalı saklambaç da çok zevkli olur. Üstelik zamanımızda var. Ne önermek istediğime karar verdim, nasıl söyleyeceğime de karar vereyim. Nasıl söylesem ? "kukalı saklambaç da oynayabiliriz" diyeyim. Bence tam zamanı, hem daha öbür oyuna da başlamadık.

Arda - Kukalı saklambaç oynamaya ne dersiniz?

Osman- Aa, hiç aklıma gelmemişti. Aslında daha iyi olur.

Burak - Olabilir.

Cüneyt - Bence de olur yalnız bana oyuna başlamadan önce nasıldı, bir hatırlatın.

Kuralların hepsini bilip bilmediğimden emin değilim.

Halil - Herkes kabul ediyorsa başlamadan önce

Arda bize kuralları bir hatırlatsın.

Arda - İçimizden biri ebe olacak

Ahmet - Birini mi önerelim yoksa..?

Orhan - Çöp çekelim. Kısa çöpü çeken ebe olsun.

Tamam

Burak - Ben babamdan biraz kürdan alıp geleyim.

Bekleyin beni

Burak - Aldım. Tamam

Ahmet - Top kuka olacak değil mi?
Arda - Evet. Ebe dışındakilerden biri topa vuracak.
Diğerleri saklanacak
Cüneyt - Hatırladım şimdi. Ebe önce topu yerine
getirecek sonra da saklananları bulmaya
çalışacak. Her bulduğu kişi için koşup kukaya
yani topa degecek.
Osman - Bu arada saklananlar yerlerinden çıkıp
topa vurabilir. Bu aslında diğer saklananlar
içinde iyi olur çünkü ebe öncelikle topu alıp
yerine getirmek zorunda, öyle değil mi?
Arda - Evet. Birde hatırladıysan ebe dışında biri
topa vurabilirse diğer yakalananlarda kaçıp
tekrar saklanabiliyor.
Osman - Evet en zevkli kısmı da bu.
Burak - Hadi başlayalım.

Tam o sırada
Merve balkondan
diğerlerini izlemektedir.

Osman'a seslenir

Osman balkon'un
altına gider

Merve de katılır. Osman Merveyi
diğerlerine tanıtırır

Çocuklar sırayla Orhan'ın

Merve (kafa sesi) - Acaba ben de katılsam mı?
Bende oynamak istiyorum. Hem daha
başlamadılar. "Bende katılabilir miyim?" deyim
Tam zamanı daha başlamadılar.
Merve - Osman. Merhaba
Osman - Merhaba Merve
Merve - Kukulı saklambaç oynayacaksınız galiba?
Osman - Evet. Kuralları hatırlamaya çalışıyorduk.
Merve - Bir kişiye daha yer var mı?
Osman - Tabi neden olmasın. Hadi çabuk gel.
Osman- Arkadaşlar bu Merve 6-C sınıfından
Merve - Merhaba arkadaşlar
Burak - Merhaba ben Burak
Arda - Merhaba ben Arda
Orhan - Merhaba ben Orhan
Ahmet - Merhaba ben Ahmet
Cüneyt - Merhaba ben Cüneyt
Halil - Merhaba ben Halil
Merve - Ben de katılabilir miyim?
Halil - Kuralları biliyor musun?
Merve - Elbette, balkonda otururken kulak misafiri
oldum. Daha önce de oynamıştım.
Orhan - Hadi başlayalım. Kürdanlardan 8 tane ver
Burak. Birini kısaltalım.

elinden çöp çekmeye başlarlar.

Halil çeker.

(Topu yerleştirmeye giderler)

Merve - Benim ki de uzun

Halil - Ebelik bana düştü. Hepinizi yakalayacağım

4. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
5. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.
6. Sosyal beceri aşamalarının özetlendiği “Unutma” kağıtlarının dağıtılması.
7. Oturumun özeti ve “Ev Ödevi” kağıtlarının dağıtılması.

VII. Oturum

Amaçlar

- Boş zaman değerlendirme, dışlanmayla baş etme, yenilgiyi kabullenme, sinirlendiğini söyleme becerilerinin kazandırılması

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Boş zamanı değerlendirebilme
- Bir oyuna kabul edilmediği zaman kendini oyalayabilme
- Oyunda kaybettiği zaman mızıkçılık yapmama
- Sinirlendiği zaman bunu ifade edebilme

Materyaller

“Boş Zaman” senaryosu, “Unutma” kağıdı, “Ev Ödevi” kağıdı , çerez.

Süreç

1. VI. oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. Yeni senaryo ve ilgili sosyal becerilerin tanıtılması.
3. Rollerin kura çekilerek paylaşılması. “Boş Zaman” senaryosunun okunması.

BOŞ ZAMAN

Sahne I

Oğuzların evi
Oğuz ve Gülşen (Burak'ın
annesi)

Oğuz - Çekmecelerimi düzelttim. Kütüphanemin
tozunu da aldım. Başka yapacak birşey
kalmadı değil mi anne?

Gülşen - Hepsini bitirdiyse tamam.

Oğuz - Hepsini bitirdim (Sıkıntıyla) Ee şimdi ben
ne yapacağım.

Gülşen - Aman oğlum (inanmayarak) yapmak
istediğin hiçbir şey yok mu?

Tam o sırada kapı
çalar. Gelen Oğuz'un
arkadaşı Önder

Oğuz - Merhaba Önder.

Önder - Selam. Ne yapıyorsun?

Oğuz - Gelsene içeri. Evde yapmam gereken işleri
bitirdim. Ben de tam ne yapsam diye
düşünüyordum.

Önder - Listede ben var mıydım?

Oğuz - Ne listesi?

Önder - Boş zamanlarında ne yapabileceğini
sıraladığın liste tabi.

Oğuz - Benim öyle bir listem yok. Sadece şimdi ne
yapabilirim diye düşünüyordum.

Önder - Ben önce yapmak istediğim faaliyetleri
düşünür liste yaparım. Sonrada birini seçerim.

Oğuz - İyi fikir. Odama gel de birlikte bir liste
yapalım.

Sahne II

Oğuz'un odası
Önder, Oğuz

Önder - İşte oldu. Hadi ilk seçenekten başlayalım.

Oğuz - Tamam. Nevzat ve Murat'ı arayalım.

Telefon edilir.
Az sonra

Murat - İşte geldik. Nerede büyük oyun

Oğuz - Sizi bekliyorduk. Hadi geç sende Nevzat.

Nevzat - Tamam. Kolaları da getirdik.

Önder - Kaybeden ne yapacak? Önceden karar
verelim.

Nevzat - Pasta alsın.

Oğuz - Sen de yemekten başka birşey
düşünmüyorsun.

Nevzat duymamazlıktan
gelir

Nevzat - Başka fikri olan söylesin

Murat - Çantalarımızı taşıyın

Önder - Hepimizinkini taşıyamayız. Sende kaybedebilirsin unutma.
Murat - Ben bir pişti dehasıyım. Sizin için şimdiden üzülüyorum.
Önder - Sınıf içi nöbetçiliğine ne dersiniz?
Kaybeden tahtayı siler ve diğer 3 kişinin görevini de yapar.
Murat - Harika ben kurtulacağım bu işlerden desenize.
Nevzat - Bakalım.
Oğuz - Hadi herşey hazır. Başlayalım.

Sahne III

Oğuz'un odası
Oğuz, Önder, Burak, Nevzat
çocuklar halının üstünde. Etrafta
kola bardakları ve oyun kağıtları.
Telefon çalar.

Oğuz telefonla konuşur ve döner

Gülşen - Burak telefon sana oğlum
Oğuz - Teşekkür ederim anne.
Oğuz - Sanırım Hakan bize bozuldu.
Önder ve diğerleri - Neden ?
Oğuz - Onu da arayıp haber vermediğimiz için.
Beni dışladınız dedi.
Nevzat - Sen ne dedin?
Oğuz - Ne diyeceğim? Öyle bir şey olmadığını söyledim. Sadece o anda aklımıza gelmedi.
Hem zaten pişti 4 kişiyle oynanır, bunu bilip dışladınız diye tutturmamalıydı. Onu çağdırmaktan neden kaçınalım ki?
Murat - Aynı şey bize de olsaydı biz de dışlanmış hissederdik ama demek ki insan bazen yanlış düşünebiliyor.
Önder - Murat doğru söylüyor. Dışlanma duygusuyla baş etmeliyiz.
Oğuz - Nasıl?
Murat - Aslında neden dışlanmış hissettiğimizi düşünmeliyiz. Yani bugünkü gibi istemeyerek mi oldu, gerçekten red mi edildik bunu düşünmeliyiz. Buna karar verdikten sonra da nedenleri ne olabilir bunun hakkında düşünebiliriz.
Nevzat - Nedeni ne olursa olsun sanırım sorunla başetmeye çalışmak en iyisi.
Murat - Seçenekleri düşünelim. Mesela sokaktaki bir oyuna davet edilmediysen ve görmezlikten gelindiğini düşünüyorsan aralarına katılıp

katılmayacağını sorabilirsin, bekleyebilirsin, ya da oradan ayrılabilirsin.

Önder - Ya red edildiysen?

Murat - Sen de onların bu davranışının seni ne kadar üzdüğünü söylersin.

Oğuz - Ya da başkalarıyla birlikte olabilirsin.

Murat - Kendi başına başka birşey de yapabilirsin tabi. Yani sana uygun olduğunu düşündüğün en iyi yolu seç ve yap.

Oğuz - Başüstüne kamutanım.

Çocuklar gülüşür.

Murat- Dalga geçme bak çok faydasını göreceksin.

Oğuz - Sadece güldürmeye çalışıyordum.

Gülüşürler

Nevzat - Hadi biraz daha kola içip kaldığımız yerden devam edelim.

Biraz sonra

Nevzat elindeki son oyun

kağıdını yerdeki oyun kağıdının üstüne koyar

Nevzat - Pişti. Evet bitti. Murat galiba sen bu hafta çok tahta sileceksin.

Murat - Nasıl pişti yaptın bir bakayım.

Önder - Aa mızıkçılık yapma. Baksana basbayağı pişti işte sayıların çoğu da onda zaten.

Nevzat - Evet Murat yenilgiyi kabul et.

Oğuz - Hani sen pişti dehasıydın.

Murat - (sıkıntıyla) Hiç de komik değilsiniz.

Önder - Oyunda kazanmak da var kaybetmek de.

Murat çok bozulmuştur.

Oğuz tabakları ve bardakları

toplar mutfağa yönelir.

Murat kalkar ve mutfağa

bardakları götürür

Murat - Bende Oğuz'a yardım edeceğim.

Sahne IV

Mutfak

Oğuz , Murat

Oğuz - Kaybedince çok bozuluyorsun Murat.

Murat - Evet. Sizde bana mızıkçısın dediniz.

Oğuz - Canım sende çok fazla tepki veriyorsun.

Sonuçta her oyunda biri kaybeder. Mızıkçılık yapmadan önce sen ve başkalarının oyunu nasıl oynadığını değerlendirsene.

Murat - Tabi ki Nevzat çok şanslıydı.

Oğuz - Sadece şanslı mı?

Murat - Tamam kağıtları da iyi takip etti doğrusu.

Oğuz - Ee. Demek ki iyiymiş senin bu durumda

neler yapabileceğini düşün. Tebrik edebilirsin.
İyi oynadın veya oynadınız diyebilirsin
Murat - Galiba anladım. Yenilgiyi centilmence
kabul et diyorsun. Sporcular gibi.

Odaya yönelirler

Oğuz - Haydi oyun malzemelerini toplayalım.
Sende yardımcı olsan iyi olur.
Murat - Önce herkesi tebrik edeyim de.

Sahne V

Murat'ların evi

Salon

Murat ve Sibel (Murat'ın ablası
-14 yaşında)

Murat - Neyse herkesi tebrik ettim ve özellikle
Nevzat'ın iyi olduğunu söyledim.

Sibel - Çok iyi yapmışsın. Arkadaşların sana kötü
birşey de söylememişler. Neden bu kadar
sinirlendin?

Murat - Sanırım kaybetmeyi sevmiyorum
sinirleniyorum ve

Sibel - Sana bir sınırını kontrol etme ve söylemek
istediklerini insanları kırmadan söyleme yolu
öğreteyim mi?

Murat - Öğret.

Sibel - Sinirlenince dur ve 10'a kadar içinden say.
Bu süre sana sakinleşmek ve düşünmek için
gerekli. Sonrada neler yapabileceğini düşün.
Mesela neyin seni sinirlendirdiğini
söyleyebilirsin.

Murat - Ben kalkıp biraz uzaklaştım. Yani kavga
etmedim onun yerine mutfığa gittim.

Sibel - Olabilir. Bu arada gevşeyebilirsin de.
Kendine gevşe de. Rahatla de . Sonra dönüp
sakin bir sesle neyin seni sinirlendirdiğini
söyleyebilirsin.

Murat - Başka şeylere sinirlendiğim zaman da
kullanabilirim bunu.

Sibel - Tabii. Her zaman.

Murat - Teşekkür ederim. Şimdi gidip yatayım. İyi
geceler.

Sibel - İyi geceler.

4. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
5. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.

6. Sosyal beceri aşamalarının özetlendiği “Unutma” kağıtlarının dağıtılması.
7. Oturumun özeti ve “Ev Ödevi” kağıtlarının dağıtılması.

VIII. Oturum

Amaçlar

- Bir sohbeta başlama ve bitirme, başkalarını övme, araç-gereçleri okula getirme becerilerinin kazandırılması

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Başkalarıyla bir sohbeta rahatlıkla başlayabilme
- Gerektiğinde bir sohbeti bitirebilme
- Gerektiğinde arkadaşlarının olumlu ve güzel yönlerini ifade edebilme
- Ders için gerekli malzemeleri düzenli olarak okula getirebilme

Materyaller

“Cumhur Amca’nın Arabası” senaryosu, “Unutma” kağıdı, “Ev Ödevi” kağıdı , çerez.

Süreç

1. VII. oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. Yeni senaryo ve ilgili sosyal becerilerin tanıtılması.
3. Rollerin kura çekilerek paylaşılması. “Cumhur Amca’nın Arabası” senaryosunun okunması.

CUMHUR AMCA’ NIN ARABASI

Sahne I

Sokak

Kutay ve Oğul

Kutay’ın oturduğu apartmandan çıkarlar. Park etmekte olan arabayı fark ederler

Kutay - Ne güzel araba!

Oğul - Audi A6. Koltuklar deri kaplı. Rengi de harika.

Cumhur Bey arabasını
kilitler. Çocuklar yavaşır.

Kutay - Bak Cumhur amca arabadan çıkıyor. Hadi yanına gidip biraz arabası hakkında bilgi alalım.

Oğul - Olur da acaba uygun bir zaman mı?

Kutay - Merhaba Cumhur amca. Nasılsınız?

Cumhur - Merhaba. İyiyim çocuklar. Sizler nasılsınız?

Oğul - Merhaba. İyiyim teşekkürler

Kutay - İyiyiz Cumhur amca. Arabanızı gördük. Yeni arabanız ne kadar güzel. Güle güle kullanın.

Oğul - Evet

Cumhur - Teşekkür ederim bu güzel iltifatınıza. Demek sizde benim gibi iyi arabadan anlıyorsunuz.

Çocuklar gülerler

Kutay - Meşgul değilseniz bize biraz arabanızın özelliklerini anlatır mısınız?

Konuşmaya başlarlar

Cumhur - Bu araba tiptronic. Yani istersen normal vitesli istersen otomatik

Kutay - Harika

Oğul - Bence de

Cumhur - 6 silindirli

Konuşma devam eder
Biraz sonra Kutay'ın annesi seslenir

Anne - Kutay!

Kutay - Efendim anne

Anne - Biraz gelebilir misin?

Kutay - Peki geliyorum.

Kutay, Cumhur bey ve Oğul'un yanına gider. Cumhur beyin konuşması bitince

Kutay - Sizinle arabanız hakkında sohbet etmek istiyordum ama şimdi annem çağırıyor daha sonra yine konuşabilir miyiz Cumhur amca?

Cumhur - Elbette Kutay. Hem de Oğul ile birlikte arabaya binip bir iki tur bile atabiliriz.

Oğul - Yapar mıyız Cumhur amca? Yaşasın!

Kutay - Çok sevindir, çok teşekkürler. Hoşçakalın

Kutay - Sana sonra uğrarım Oğul.

Oğul - Tamam.

Sahne II

Oğul'un evi
Kutay ve Oğul
telefonla konuşuyorlar

Oğul - Seni kutlamam lazım. Ne kadar rahat gidip Cumhur amcayla konuştun, üstelik bir de onu

övdün “arabanız ne kadar güzel” diye.

Kutay - Ne var bunda canım. Konuşmak istediğin kişi ordaysa ne söylemek istediğine karar verip söylersin.

Oğul - Ama bu benim için oldukça zor. Ya konuşmak istemezse?

Kutay - Sende uygun zaman ve yeri seç. İşinin olmadığı, seni dinleyeceği bir zamanı. Sonra da merhaba deyip konuşmaya başlarsın. İşte Cumhur amcayla yaptığımız gibi.

Oğul - Evet Cumhur amca hemen bizi dinledi ilgilendi.

Kutay - Bir insanı övmek de aynı. Ne için o kişiyi övmek istediğine karar ver ve cümlelerini düşün. Uygun bir zamanda da içinden geldiği gibi söyle .

Oğul - Peki deneyeceğim. Sen çok kolaymış gibi anlattın.

Kutay - Elbette kolay. Dediklerime dikkat et ama. Bu arada İngilizce dersinde verilen alıştırmalar Çarşamba gününe mi yoksa önümüzdeki hafta Pazartesi gününe mi gelecekti?

O sırada

Oturma odası

Gülçin (Oğul’un ablası), anne

Gülçin - Anne önemli bir telefon bekliyorum. Telefon yine meşgul.

Anne - Kim konuşuyor?

Gülçin - Oğul. Eline aldı mı bırakmıyor.

Anne - Şikayet etme. Oğul’a söyle önemli bir telefon beklediğini, uzatmaz.

Gülçin - Bir deneyeyim.

Anne - Güzel söyle ama!

Gülçin- Oğul !

Oğul - Bir saniye Kutay, ablam sesleniyor.

Kutay - Tamam

Oğul - Efendim abla

Gülçin - Bir telefon bekliyorum. Biraz çabuk olur musun?

Oğul - Peki.

Oğul - Kutay, ablam bir telefon bekliyormuş şimdi kapatabilir miyiz? Daha sonra uygun olunca ben seni ararım.

Kutay - Olur. Bizde zaten çok uzattık galiba. Ama bunu söylemeden kapatamam

Oğul- Neyi?

Kutay- Sende konuşmayı bitirme konusunda çok

Gülçin seslenir.

beceriklisin. Hem neden konuşmayı bitirmen gerektiğini söylüyorsun hem de çok dostca karşındakinin sözünü kesmeden söylüyorsun.
Oğul- Yani bir konuşmayı bitirmek için yapılması gereken herşeyi yapıyorum öyle mi?
Kutay- Evet. Hadi iyi akşamlar.
Oğul - İyi akşamlar

Sahne III

Kutayların evi

Kutay, Melek (Kutay'ın annesi)

Kutay odasından seslenir

Kutay - Anne!
Anne - Efendim.
Kutay - Benim pergelimi gördün mü anne?
Anne - Ben nereden bileyim. Diğer malzemelerini koyduğun yere bak.
Kutay - Peki matematik defterim nerede? Onu bulsam. Anne ben sence dağınık mıyım?
Anne - Evet biraz. Okula götüreceğin araç gereçlerini belirli bir yere koy. Yoksa unutursun.
Kutay - Hah işte çantama koymuşum. Bende dışarıda diye aranıyordum.
Anne- Biraz daha dikkatli ol oğlum.

Sahne IV

Ertesi gün (sabah)

Kutay, Cemre

Sokak

Kutay - Merhaba Cemre.
Cemre - Merhaba Kutay
Kutay - Sen de heyecanlı mısın matematik sınavı yüzünden? Aslında iyi çalıştım. Yine de ilk sınav diye biraz çekiniyorum. Ne sorar acaba?
Cemre- Ben de iyi çalıştım. Sınav için gerekli herşeyi de getirdim. Bakalım ne olacak
Kutay - Dün gece az kalsın pergelimi bulamıyordum. Hep birşey unutuyorum.
Cemre - Çantanı akşamdan hazırlasana
Kutay - Dün gece ilk defa öyle yapayım dedim.
Cemre - Her zaman öyle yap, daha kolay. Yarınki dersler için hangi araç gereç ve kitap defterlere ihtiyacım olacak diye kendi kendine sor.
Kutay - Liste yapsam daha iyi
Cemre - Neden olmasın. Sonra da o listedeki şeyleri biraraya getirip gerekli herşey burada mı diye düşünür, çantana yerleştirirsin.
Kutay - Haklısın. Sen böyle yapınca her zaman herşeyin yanında oluyor değil mi?

Birlikte sınıfa girerler

Cemre - Evet.

Kutay - Düzenli olman çok güzel

Cemre - Teşekkür ederim. Başarılar Kutay.

Kutay - Sana da.

4. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
5. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.
6. Sosyal beceri aşamalarının özetlendiği “Unutma” kağıtlarının dağıtılması.
7. Oturumun özeti ve “Ev Ödevi” kağıtlarının dağıtılması.

IX. Oturum

Amaçlar

- Bir amaç koyma ve buna ulaşmak için çalışma, fikirlerini söyleme, uyarıları takip etme, başarısızlıkla başetme becerilerinin kazandırılması.

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Gerektiği zaman bir amaç belirleyebilme
- Belirlenen bu amaç için sonuna kadar çalışabilme
- Bir grup içinde fikirlerini rahatlıkla söyleyebilme
- Öğretmen ve diğer yetişkinlerin verdiği uyarıları takip edebilme
- Başarısızlık karşısında duygularını kontrol edebilme

Materyaller

“Başarının Tadı” senaryosu, “Unutma” kağıdı, “Ev Ödevi” kağıdı , çerez.

Süreç

1. VIII. oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. Yeni senaryo ve ilgili sosyal becerilerin tanıtılması.
3. Rollerin kura çekilerek paylaşılması. “Başarının Tadı” senaryosunun okunması.

BAŞARININ TADI

Sahne I

Kaan'ın evi

Mutfak

Kaan ve Nuray (Kaan'ın annesi)

Kaan tabağındaki yiyeceklerle
oynuyor, yüzü asık

Nuray - Hasta mısın oğlum?

Kaan - Hayır

Nuray - Bugün okulda birşey mi oldu, Kaan?

Kaan - Hayır.

Nuray - Düşük not falan mı aldın?

Kaan - Hayır anne

Nuray - Sadece neden bu kadar sessiz durduğunu
merak ettiğim için soruyorum.

Kaan isteksizce

Kaan - Doydum anne, daha fazla yemeyeceğim.

Nuray - Peki, sen bilirsin.

Kaan yerinden kalkar.

Nuray - Ne derdi var acaba?

Nuray kendi kendine konuşur

Sahne II

Bahar, Burcu

Burcu'nun evi

Burcu'nun odası

Burcu - Şu Sosyal Bilgiler dersi dönem ödevini
fazla oyalanmadan bu hafta sonuna kadar
bitirelim.

Bahar - Haklısın, yoksa Fen Bilgisi dersinin sınav
tarihi ile çakışacak. Zaten yapmamız gereken
bir sürü şey var. Ha aklımdayken Cennet
hanımın (Sosyal Bilgiler öğretmeni) söylediği
kitapların isimlerini not aldım. Uyarılarını da
gözardı etmemeliyiz.

Burcu - Ne gibi?

Bahar - Çok dallandırıp budaklandırırsanız işin
içinden çıkamazsınız dedi. Biraz
sınırlamalıymışız. Hepsini not aldım. İşte bak.

Bahar elindeki kağıdı Burcuya
uzatır

Sonra Alper ve Kaan'a da haber veririz, birlikte
değişikliklere bakarız.

Burcu - Ne kadar dikkatlisin Bahar. Ayrıca
öğretmenin uyarılarını da ne güzel takip
etmişsin. Ben bu konuda hiç becerikli değilim.

Bahar - Uyarıları takip etme konusunda mı? Bunda
becerilmeyecek ne var, sadece bana
söylenenleri dikkatle dinliyorum. Gerekliyse
not alıyorum. Bir de dinlerken başımı sallarım
hı hı derim karşı tarafa dinlediğimi göstermek
için.

Burcu - Ya anlamazsan ?

Bahar ve Burcu gülerler

Burcu telefonu eline alır

Sahne III

Sokak

Alper ve Kaan

Burcu'nun evine doğru
yürüyorlar. Kaan'ın yüzü asık.

Alper Kaan'a dönüp sorar

Kaan tereddütle

Kaan gülümser

Bahar - Anlayamadığım birşey varsa sorarım.

Sonra bu uyarı hakkında bir düşüncem varsa
da söylerim. Ama nazik bir biçimde. Sonra
eğer uygunsa istenilen şeyi yaparım.

Burcu - Bir daha ben de böyle yapayım Yoksa
yanlış anlamalar oluyor ya da aklımda
tutamıyorum. Teşekkür ederim Bahar,
hayatımı kurtardın!

Bahar - Aman abartma Burcu. Şimdi Alperle
Kaan'ı aryalım mı?

Burcu - Tamam hemen aryalım.

Alper - Ne bu yüzünden düşen bin parça? Bir şey
mi oldu?

Kaan - Biraz canım sikkın.

Alper - Aşkolsun Kaan. Madem canın sikkın neden
ne olduğunu anlatmıyorsun?

Kaan - Söylesem belki de gülersin.

Alper - Niye, seni üzen şey çok mu komik?

Kaan - Öyle demek istemedim. Tabii ki komik
değil, en azından benim için. Bak beden eğitimi
dersinde öğretmen basketbol seçmeleri ile ilgili
bir duyuru yapmıştı, hatırladın mı?

Alper - Geçen ders yapmıştı galiba.

Kaan - Evet. Ben de katılmak istiyordum ve sabahki
seçmelere katıldım.

Alper - Ne oldu? Yoksa....?

Kaan - Tahmin ettiğin şey. Başaramadım. Takıma
seçilemeyeceğimi, böyle bir olasılığı bile hiç
düşünmemiştim.

Alper - Aslında ben de şaşırdım. Yani sen hep iyi
atışlar yapardın.

Kaan - Bu yeterli değilmiş ama.

Alper - Neler yaptırıldılar?

Kaan - Top sürmek, potaya şut çekmek falan. Daha
sonra da basketbol ile ilgili kuralları sordular.

Alper - Sıkı bir elemeydi desene.

Kaan - Hem de nasıl. Önümüzdeki döneme kadar
bir daha seçme yapmayacaklar.

Alper - Çok üzölmüş olmalısın. Ben de senin
yerinde olsam çok üzölürdüm ama kendini
bırakma hemen. Bu başarısızlıkla başatmelisin.

Kaan - Nasıl yapacağım?

Alper - Önce neden başarısız olduğunu düşün. Yani yeterince çalışmadığın için mi, beceri eksikliği mi, şanssızlık mı? Tabii bunlar benim hemen şu anda aklıma gelenler. Başka nedenler de olabilir.

Kaan - Sanırım yeterince çalışmadığım için. Kurallarla ilgili soruların çoğunu cevaplayamadım.

Alper - Tamam işte. Bundan sonra yapman gereken bir dahaki sefere başarısız olmamak için neler yapman gerektiğine karar vermen.

Kaan - Hem pratik yapmalıyım, hem de kuralları iyice öğrenmeliyim.

Alper - Son olarak bir şey daha yapmalısın.

Kaan - Neymiş o?

Alper - Tekrar denemek istiyor musun, istemiyor musun ona karar ver.

Kaan - İstiyorum tabii.

Alper - O zaman çalış ve bir sonraki seçmelerde tekrar dene.

Kaan - Haklısın. Bunları söylediğin iyi oldu. Boş yere zaman harcayacaktım. Şimdi ne yapmam gerektiğini biliyorum artık. Becerilerimi ve bilgimi arttıracam.

Burcuların evinin önüne gelirler

Alper - Şimdi de şu Sosyal Bilgiler alanındaki bilgilerimizi arttıralım.

Kaan - Haydi görev bizi bekliyor.

Gülüşerek apartman kapısından içeri girerler

Sahne IV

Okul/ Sınıf

Bahar, Burcu, Kaan, Alper,

Kemal ve diğer öğrenciler

Tenefüs

Alper - Neyse ödev işi bitti. Şimdi sadece diğer sınavlara çalışmak kaldı.

Bahar - Hiç heveslenme. Ders çalışmanın yanında başka bir işimiz daha var.

Alper - Neymiş o işimiz?

Bahar - Sınıf öğretmenini rehberlik saatinde duyurdu ya hani veliler, öğretmenler ve öğrencilerin katılacağı bir piknik düzenlenecekti.

Burcu - Yoksa sen biz de yardım edelim mi diyorsun?

Bahar evet anlamında kafasını sallıyor

Kemal - Aslında çok güzel olur. Hem sınıf

öğretmenin yardımı ihtiyacı var hem de biz böyle bir düzenlemede ilk defa görev almış olacağız.

Gurubun içinde sessiz duran Kaan bir süre diğerlerinin fikirlerini dinler ve herkese dönerek

Kaan - Arkadaşlar hepiniz bu konuda çalışmak istiyorsunuz ama ben derslerden arta kalan zamanımda basketbol antrenmanları yapmayı planladım. Onun için ben hazırlık çalışmalarına katılmayacağım.

Bahar - Tabii Kaan.

Alper - Olur. Herkes o zaman en son fikrini söylesin. Ne yapıyoruz?

Bahar - Ben istiyorum.

Kemal - Ben de.

Burcu - Tamam.

Alper - Ben de tamam diyorum.

Kemal - O zaman önce sınıf öğretmenine gönüllü olduğumuzu bildirelim sonra da çıkışta buluşup neler yapacağımızı konuşalım.

Zil çalar
Tamam tamam sesleri
Sınıfa girerler
Kemal ve Kaan yerlerine
geçerken

Kemal - Kaan ne kadar rahat bizimle aynı fikirde olmadığını, kabul etmeyeceğini söyledin.

Kaan - Hepsinizin fikirlerinizi dinledim. Sonra ben ne düşünüyorum ona karar verdim.

Kemal - Bizi kırmadan katılamayacağımı söyledin.

Kaan - Hayır demek için ya da diğerlerinden farklı bir şey söylemek için başkalarını kırmaya ne gerek var. Ben görüşleri karşılaştırdım ve kendi görüşümü dostça söyledim.

Kemal - Yani nasıl başkalarına evet diyorsan, onların fikirlerini kabul ediyorsan, hayır derken de aynı yolu kullanıyorsun.

Kaan - Tam üstüne bastın.

Öğretmen sınıfa girer

Kemal - Ben de aynı yolu deneyeceğim. Şimdi yerime oturayım.

Sahne V

Okul çıkışı
Okul bahçesi
Bahar, Burcu, Kemal, Alper
Piknik düzenlenmesi hakkında

konuşuyorlar

Bahar - Neler yapıyoruz şimdi?

Kemal - Öncelikle neye ulaşmak istiyoruz onu konuşalım.

Alper - Tabii ki bu piknik düzenleme işinde bize düşen görevleri başarıyla yerine getirmek istiyoruz.

Kemal - O zaman bu bizim amacımız. Bu amaca ulaşmak için neler yapmalıyız onları sıralayalım.

Burcu - İlk olarak sınıf öğretmenin söylediği davetiyeleri hazırlayalım.

Alper - Neler alınması gerekiyor onları da yazalım. Sonra da yapılacak işlere göre kendi aramızda iş bölümü yapalım.

Bahar - Evet hepimiz farklı becerilere sahibiz. Herkesin katkısı da farklı olacaktır.

Kemal - Haydi ilk adımı atalım. Şu kağıda herşeyi yazalım.

Tamam, haydi sesleri

Sahne VI

Sınıf

Ders çıkışı

Öğretmen ve Bahar, Kemal,

Burcu, Alper

Davetiyeleri gösteriyorlar

Öğretmen - Ne kadar güzel olmuş. Çok kısa sürede yaptınız.

Bahar - Öğretmenim, herkes ne yapacağını biliyordu. Öncelikle biz bir amaç belirleyip ona ulaşmak için neler yapmalıyız diye düşündük.

Alper - Evet. Amacımızı belirledik. Güzel bir davetiye hazırlayacaktık ve daha sonra da sizin söylediğiniz işleri yapacaktık.

Kemal - Yapacağımız her işi sırasıyla yazdık. Ne yapacağız, neler gerekiyor diye. Davetiyeler için birçok kişiden fikir aldık ve bilgi topladık. Yazıya ve resimlere karar verdik.

Burcu - Ve ilk adımı attık.

Öğretmen - Çok iyi çalışmışsınız. Üstelik şu amaç belirleme ve ona ulaşmak için gerekenleri yapma fikriniz çok güzel. Sınıftaki diğer arkadaşlarınıza da anlatabilirsiniz.

Burcu - Evet. Birçok yerde bu yolu kullanabiliriz değil mi, öğretmenim?

Öğretmen - Elbette. Mesela yeni arkadaş edinmek için, ya da yeni bir çalışmaya başlarken, yeni bir şey öğrenmek için bu yolu kullanabilirsiniz.

Kemal - Haklısınız. Diğer arkadaşlara da anlatalım.

Öğretmen gülümser

Evet evet sesleri

4. Senaryonun grup üyeleri tarafından özetlenmesi ve senaryodaki karakterlerin sosyal becerilerinin tartışılması.
5. Grup üyelerinin bu becerilerin kullanılması ile ilgili yaşadıkları zorlukların tartışılması.
6. Sosyal beceri aşamalarının özetlendiği “Unutma” kağıtlarının dağıtılması.
7. Oturumun özeti ve “Ev Ödevi” kağıtlarının dağıtılması.
8. Onuncu oturumun son görüşme olduğunun hatırlatılması.

X. Oturum

Amaç

- İlk dokuz oturumda öğretilen sosyal becerilerin oyun yoluyla denenmesini sağlamak

Hedef Davranışlar

Bu oturumun sonunda öğrencilerin şu davranışları göstermeleri beklenmektedir:

- Oyunun kurallarına uyabilme
- Grup liderinin yönergelerini takip edebilme
- Oyun sürecince gerekli prososyal davranışları (sosyal becerileri) gösterebilme

Materyal

“Sosyal Yaşam Oyunu”, zar, renkli piyonlar.

Süreç

1. Dokuz oturumun kısa bir özeti ve ev ödevlerinin tartışılması.
2. “Sosyal Yaşam Oyunu” nun tanıtılması ve nasıl oynanacağına örneklerle açıklanması.
- Grup üyelerinin kendilerine bir piyon seçmeleri ve başlangıç noktasına koymaları istenir. Her üye kura sırasına göre oyun masasının etrafına dizilir. Birinci oyuncu bir zar atar ve gelen sayı kadar kutu ilerler ve piyonunu

yerleştirir. O kutuda yazılı olan yönerge doğrultusunda ya bir soru cevaplar, ya bir davranış gösterir ya da bir “oyun kartı” çeker. Oyun en son oyuncu bitiş kutusuna gelene kadar tekrar eder.

3. Kura çekerek oyuncuların sırasının belirlenmesi.
4. Oyunun oynanması.
5. Oyun bitiminde tüm oyuncuların (grup üyelerinin) sırasıyla isminin söylenip alkışlanması.
6. Grup üyelerinin grup yaşantısı hakkındaki görüşlerinin alınması ve iyi dileklerin iletilerek grup sürecinin tamamlanması.

Genel Değerlendirme

On oturum süresince grup üyeleri grupta bulunmaktan ve yapılan çalışmalardan oldukça memnun göründüler. Her oturumda, üyelerin rol paylaşımında istekli davranmalarına karşın, kendi yaşantılarından örnek verirken biraz daha çekingen davrandıkları gözlemlendi. Son oturumda “Sosyal Yaşam Oyunu”nun oynanması tüm grup üyeleri tarafından oldukça olumlu olarak değerlendirildi. Grup üyeleri özellikle bu oturumun program içinde daha sık tekrarlanmasının hem sosyal beceri stratejilerini hatırlamaya daha fazla yardımcı olacağını, hem de daha eğlendirici bulduklarını belirttiler. Ayrıca, on oturum sonunda grup üyelerinin daha girişken davrandıkları, temel sosyal becerileri (selamlaşma, teşekkür etme, özür dileme, iltifat etme gibi) sıklıkla kullandıkları gözlenmiştir.

APPENDIX F

EV ÖDEVİ

Tarih-----

Öğrencinin Adı Soyadı:

Okul / Sınıf:

Sosyal Becerinin Adı:

Neler Yapılmalı:

Kiminle denedim? _____

Nerede? _____

Ne zaman? _____

Ne oldu? _____

Kendime

Pekiyi

Orta

Zayıf (verdim)



Çünkü _____

APPENDIX G

UNUTMA KAĞITLARI

UNUTMA! I

Başkasını Dinlemek

- Konuşan kişinin yüzüne bak (göz kontağı kur)
- Söylediği şeyler hakkında düşün
- Konuşma sırası sana gelinceye kadar bekle
- Ne söylemek istiyorsan söyle

Özür Dilemek

- Yaptığın birşeyden dolayı özür dilemen gerektiğine karar ver (zarar verdiğin birşey için, rahatsız ettiğin biri için, hatan için, üzdüğün biri için)
- Özür dilemenin değişik yollarını düşün (birşey söyleyebilirsin, birşey yapabilirsin, birşey yazabilirsin)
- Doğru zaman ve yeri seç (hatanın hemen arkasından, özel olarak)
- Özür dile



Teşekkür Etmek

- Diğer kişinin teşekkür etmeni gerektiren birşey yapıp yapmadığına karar ver (bir kompliman, bir iyilik ya da bir hediye gibi)
- Doğru yer ve zamanı seç
- Dostça “teşekkür ederim” de (ya da bir hediye al, mektup yaz, sende bir iyilik yap)
- Neden teşekkür ettiğini söyle

Başkalarının Duygularını Anlamaya Çalışmak

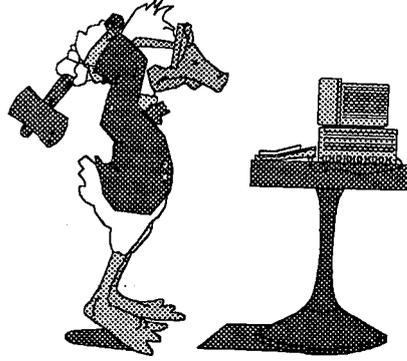
- O kişiyi izle (yüzüne, vücudunun duruşuna, söylediklerine, nasıl söylediğine, yaptıklarına bak)

- Ne hissediyor olabileceğini düşün

UNUTMA! II

Başkasına Ait Eşyaları Almamak

- Kendi kendine “bunu istiyorum ama alamam” de
- “Bu -----’e ait” de
- Seçeneklerini düşün
 1. ödünç isteyebilirsin
 2. para biriktirip / kazanıp satın alabilirsin
 3. başka birşeyle değiştirmeyi önerebilirsin
 4. istediğin başka birşey yapabilirsin
- Uygula
- “Aferin bana almadım” de



Yanlış Davranışın Sonuçlarını Kabul Etmek

- Yanlış birşey yapıp yapmadığına karar ver.
- Herkes yanlış birşeyler yapabilir bu dünyanın sonu değil
- Kendi kendine “Sonuçlarını kabul etmeliyim” de
- Davranışın sonuçlarının neler olabileceğini düşün
- “Ben yaptım” de ve özür dile ya da “bir daha yapmayacağım” de

Problem (Sorun) Çözmek

- Dur ve sakinleş
- Sorunun ne olduğuna karar ver
- Çözme yollarını düşün
- Seçenekleri sırala ve hepsinin olumlu ve olumsuz olası sonuçlarını değerlendir
- Bir yolu seç ve uygula
“İşe yaradı mı?” diye kendi kendine sor (olmadıysa diğer seçeneğe dön ve uygula)

Dürüst Olmak

- Dürüst olursan neler olacağını düşün
- Dürüst olmazsan neler olacağını düşün
- Ne söylemen gerektiğini, nasıl söyleyeceğini düşün (örneğin; “Üzgünüm ama ben yaptım” ya da “Evet ben yaptım ama amacım”)
- Söyle (içten ol)
- “Aferin bana doğruyu söyledim” de

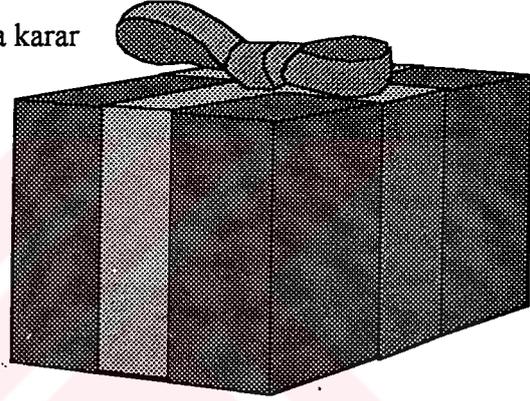
Başını Derde Sokmamak

- Başkalarının ne yapmanı istediklerini dinle
- Onların dediklerini yaparsan neler olabileceğini düşün (örneğin; başın derde girebilir, başkaları üzülebilir)
- Ne yapmak istediğine karar ver ve kararını bildir
- Yapacak başka birşey bul ya da diğerlerine başka birşey yapmayı öner

UNUTMA! III

Başkalarına Yardım Etmek

- Birinin yardımına ihtiyaç duyup duymadığına karar ver (gözlemlerle)
- Nasıl yardım edebileceğini düşün
- Yardımını isteyip istemediğini sor
- Gerekliyorsa yardım et



Başkalarından Yardım İstemek

- Sorununun ne olduğuna karar ver
- Yardıma ihtiyacın olup olmadığına karar ver
- Yardım edebilecek kişileri düşün ve seç
- Sorununu anlat ve yardım iste

Dikkatini Yoğunlaştırarak Çalışmak

- İçinden 5'e kadar say
- Çalışmaya devam edeceğim diye kendi kendine söyle
- Çalışmaya devam et
- Aferin bana çalıştım diye kendini ödüllendir

Kendini Ödüllendirmek

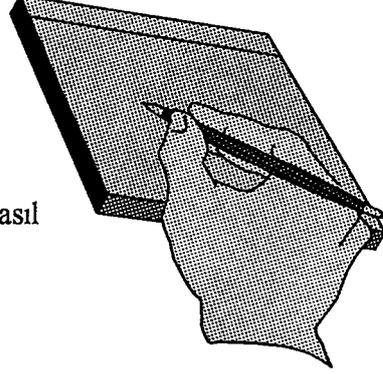
- Bir ödül hakedecek birşey yapıp yapmadığına karar ver
- Kendini ödüllendirmek için neler söyleyebilirsin karar ver (aferin sana, başardın, devam et, iyi gidiyor gibi)
- Kendini ödüllendirmek için neler yapabilirsin karar

- ver (birşey almak, bir yere gitmek gibi)
- Kendini ödüllendir

UNUTMA! IV

“Hayır” Denmesini Kabul Etmek

- Sana neden “hayır” denildiğine karar ver.
- Başka seçeneklerin hakkında düşün (başka birşey yapmak, nasıl hissettiğini söylemek, nasıl hissettiğin hakkında yazmak gibi)
- Her bir seçeneğin sonuçları hakkında düşün
- En iyi seçeneği uygula



Alay Etmeyle Başa Çıkmak

- Seninle alay edilip edilmediğine karar ver (Başkaları şaka yapabilir ya da seninle ilgili olmayabilir)
- Alay etmeyle başa çıkmanın yollarını düşün (duymazlıktan gelebilirsin, şaka yapabilirsin, seni nasıl kırdığını söyleyebilirsin)
- En iyi yolu seç ve uygula

Kendini Kontrol Etmek

- Kontrolünü kaybetmek üzere misin, gerginleşiyor musun, öfkeleniyor musun diye vücudunda ne olup bittiğini dinle
- Böyle hissetmene neyin neden olduğuna karar ver
- Kendini kontrol edebilmenin yollarını düşün (yavaşla, 10'a kadar say, kendini ifade et, ortamı terket gibi)
- En iyi yolu seç ve uygula

Kavga Etmemek

- Dur ve neden kavga etmek istediğini düşün
- Kavga etmekten başka seçeneklerini düşün (uzlaşabilirsin, fikirlerini söyleyebilirsin, neyi yanlış ve haksız bulduğunu belirtebilirsin ya da ortamdaki uzaklaşabilirsin)
- Karar ver ve uygula

UNUTMA! V

Kendi Duygularının Farkına Varmak

- Vücudunda neler oluyor farket (kızardın mı?, kasların mı gerildi? gibi)
- Neyin senin böyle hissetmene neden olduğuna karar ver (kavga, sürpriz, sınav gibi)
- Hislerini nasıl adlandıracağına karar ver (kızgınlık, korku, utanç, sevinç, hayal kırıklığı gibi)



Kendi Duygularını İfade Etmek

- Duygularını ifade etmek için farklı yollar düşün ve bir tanesini seç (ortamdan kaçmak yerine nasıl, ne zaman, nerede ve kime duygularını ifade edebilirsin düşün)
- “Ben-----hissediyorum, çünkü-----” kalıbını kullanarak duygularını ifade et

Başkalarının Duygularını Anlamak

- O kişiyi izle (ses tonu, duruşu, yüz ifadesine dikkat et)
- Ne hissediyor olabileceği üzerinde düşün (kızgın, üzgün, mutlu, sinirli gibi)
- Onun ne hissettiğini anladığını gösterecek yollar düşün (dokunabilirsin, yalnız bırakabilirsin ya da söyleyebilirsin)
- Kararını ver ve uygula

Tartışma ve Çalışmalara Katılmak

- Söylemek ya da katkıda bulunmak istediğin ne karar ver
- Bunlar konuyla ilgili mi diye kendi kendine sor
- Tam olarak ne söylemek istediğine karar ver
- Söz al ve söyle

UNUTMA! VI

Ödev Bitirmek

- “Çalışmam bitti mi?” diye kendi kendine sor
- Yaptıklarını gözden geçir
- Dosyaya ya da yerine kaldır
- “Aferin bana bitirdim” de



Kendini Tanıtmak

- Uygun zaman ve yeri seç
- Merhaba ya da iyi günler gibi sözlerden sonra ismini söyle
- Diğer kişinin kendi ismini söylemesini bekle ya da sor
- Konuşmayı devam ettirecek birşeyler söyle (Kendin ya da oynanan oyun ya da seyredilen program hakkında konuş, soru sor)

Faaliyet Önermek

- Ne önermek istediğine karar ver (Karar verirken ortam uygun mu, yeterli zaman ve kişi var mı? düşün)
- Nasıl söyleyeceğine karar ver (“----- oynamaya ne dersiniz?” gibi)
- Doğru zamanı seç
- Söyle

Oyuna Katılmak İçin İzin İstemek

- Niye katılmak istediğine karar ver
- Ne söyleyeceğine karar ver (“Bir kişiye daha yer var mı?” “Ben de katılabilir miyim?” gibi)
- Doğru zamanı seç (oyun öncesi ya da arada)
- Dostça söyle

Oyun Kurallarına Uymak

- Kuralları bilip bilmediğini kontrol et (Bilmiyorsan başkasının açıklamasını iste)
- Oyuna kimin başlayacağına arkadaşlarıyla birlikte karar verin (zar atarak, çubuk çekerek, sayarak v.s.)

- Sıranın gelmesini bekle
- Oyun bitince kazananları tebrik et

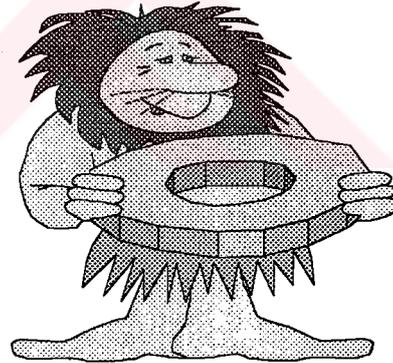
UNUTMA! VII

Boş Zaman Değerlendirmek

- Yapman gereken bütün ödevlerini, görevlerini tamamlayıp tamamlamadığını kontrol et
- Yapmak istediğin faaliyetleri düşün (liste yapabilirsin)
- Birini seç ve başla

Dışlanmayla Başetmek

- Neyin dışlanmış hissetmene neden olduğuna karar ver (görmezlikten mi gelindin?, red mi edildin? gibi)
- Nedenleri ne olabilir diye düşün (örneğin; senin davranışlarından olabilir ya da seni farketmemiş olabilirler)
- Bu sorunla nasıl başedebilirsin? Seçeneklerini düşün.
 1. Seni farketmediklerini düşünüyorsan aralarına katılıp katılamayacağını sorabilirsin
 2. Oradan ayrılabilirsin
 3. Red edildiysen onların bu davranışlarının seni nasıl üzdüğünü söyleyebilirsin
 4. Başka insanlarla birlikte olabilirsin
 5. Tek başına seni eğlendirecek başka bir faaliyet yapabilirsin
- -En iyi yolu seç ve uygula



Mızıkçılık Yapmamak

- Senin ve başkalarının oyunu nasıl oynadığınızı değerlendir
- Kazanan kişi ya da kişilere ne söyleyebileceğini düşün (tebrik etmek ya da iyi oynadınız demek gibi)
- Söyle
- Oyun araç gereçlerinin toplanmasına yardım et

Sinirlendiğini Söylemek

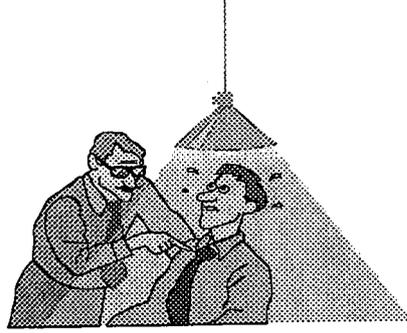
- Sakinleşmek için dur ve 10'a kadar say
- Yapabileceklerini düşün

6. Niye sınırlendiğini söyleyebilirsin
 7. Gevşemeye çalışabilirsin
 8. Yürüyüp uzaklaşabilirsin
- Seç ve uygula

UNUTMA! VIII

Sohbete Başlamak

- Kiminle konuşmak istediğine karar ver
- Ne söylemek istediğine karar ver
- Uygun zaman ve yeri seç
- “Merhaba” de ve elini sık
- Konuşmaya başla
- Konuşmayı sürdürmek için seni dinleyip dinlemediğine karar ver
- Karşındakinin cevap vermesine olanak tanı



Sohbeti Bitirmek

- Neden konuşmayı bitirmek istediğine karar ver (geç kalmak, başka birşey yapmak gibi)
- Ne söyleyeceğine karar ver (şimdi gitmem gerekiyor ama daha sonra konuşabiliriz ya da şimdi çalışmam gerekiyor gibi)
- Karşındakinin sözü bitene kadar bekle
- Dostça söyle

Birisini Övmek

- Kimi ve ne için öveceğine karar ver (görünüşü, davranışı, başarısı gibi)
- Hangi sözcüklerle yapacağına karar ver
- Doğru yer ve zamanı seç
- Söylerken içten ve dostça ol

Araç-gereçleri Getirmek

- Bugünkü derslerim için hangi araç-gereçlere ve kitap-defterlere ihtiyacım olacak diye kendi kendine sor
- Gerekirse liste yap
- Malzemeleri bir araya getir
- İhtiyacım olan herşey burada mı diye kontrol et ve yerleştir

UNUTMA! IX

Başarısızlıkla Başetmek

- Neyin başarısızlıkla sonuçlandığına karar ver (insan ilişkileri, okul, spor gibi)
- Neden başarısız olduğunu düşün (beceri ya da güdülenme eksikliği, çaba göstermeme, şanssızlık, kişisel - çevresel nedenler gibi)
- Bir dahaki sefere başarısız olmamak için neler yapabilirim diye düşün (beceri öğrenme, çalışma, pratik yapma, çaba gösterme gibi)
- Tekrar denemek isteyip istemediğine karar ver
- Yeni fikir ve becerilerle tekrar dene

Uyarıları Takip Etmek

- Ne yapman isteniyor, dikkatle dinle (gerekliyse not al)
- Anlamadığın birşey varsa sor
- Bu uyarı ve istek karşısında ne düşündüğüne karar ver ve kararını bildir
- Uyarıyı kendi kendine tekrar et ve yap

Amaç Koymak ve Ulaşmak

- Neye ulaşmak istediğini şekillendir
- Amacına ulaşmak için gerekli bütün bilgileri topla (arkadaşlarla konuşmak, profesyonel kişilerden yardım almak, okumak, büyüklerinden yardım almak gibi)
- Amacına ulaşana kadar neler yapmalısın, karar ver (araç gereç, insanlardan yardım, gerekli becerilerin öğrenilmesi gibi)
- İlk adımı at

Fikirlerini Söylemek (Hayır Diyebilmek)

- Başka kişilerin konu hakkındaki fikirlerini dinle
- O konu hakkında ne düşünüyorsun, karar ver
- Görüşleri karşılaştır
- Düşüncelerini söyle (kabul, red, değişiklik önerisi, karar vermenin ertelenmesi gibi)



