<center>**Skillstreaming Training Steps**</center>

Review the homework from the previous session.

1. Define the Skill.

a. Solicit definition from trainees/students.

(Ex. When presenting Skill #42, Dealing with Group Pressure, "Who can tell me what "group pressure" is?)

b. Ask the question…."Has anyone ever been pressured by a group and not wanted to go along but did?" You are asking for a specific situation in which he/she wasn't successful to establish individual rationale for the skill. Just insert the skill you are teaching.

c. Assist trainees with definition as needed.

d. Spend approximately 2-5 minutes on defining the skill.

e. Assign trainee to read each skill. After the skill is read, ask the trainee if the skill is important and why.

2. Model the Skill.

a. Assign each trainee an individual step and have them read the step aloud.

b. Before acting out the scenario, facilitator demonstrates the bubble talk process as if he/she is in the situation, and models the behavioral steps for the specific situation.

c. Ask trainee to observe if facilitator completed the step and role play what was demonstrated in their bubble talk.

d. The facilitator sets the stage and models via role-play with the role-play with the co-facilitator.

e. The facilitator asks each trainee for feedback. Have each trainee read the step as written prior to giving feedback.

3. Establish Trainee Skill Need.

a. Give each student a copy of the Homework Sheet.

b. Solicit an incident/situation from each trainee where he/she presents a current and relative situation that they can practice the skill.

(ex. Skill: Group Pressure - "Is there anything going right now that you are experiencing pressure form a group of friends to do something that you do not want to?")

c. Write situations on a flip chart.

d. Ask trainees to identify: Who he/she can go to for help? When will he/she go? Where will this interaction occur? This should also be written on the top half of the homework sheet.

4. Select Role-Player (Main Actor).

    a. Explain that everyone is required to role-play/practice the skill.

    b. Solicit volunteers to role-play his/her situation which was written on the flipchart.

5. Set Up the Role Play. Assign Skill Steps for Feedback. Bubble Talk Each Step (Co-Actor, Set the "Stage").

    a. Solicit information about the incident. Who was involved? Where did it occur? What time did it happen? What tones/attitudes, etc. where conveyed?

    b. Assign the skill's steps to observing trainees.

    c. Have the main actor perform the "bubble talk" before involving the co-actor.

6. Conduct the Role-Play.

    a. Have the main actor and the co-actor act out the incident as closely as possible.

    b. Provide remedial coaching to the main actor throughout the role-play when necessary. (The goal is a pro-social outcome, reduction of the anger, and using alternative to chronic aggression.)

7. Provide Performance Feedback (Order: Co-actor, Observing Trainees, Trainers, And Main Actor).

    a. First, ask co-actor(s) what things he/she thought the main character did well or what could have been better.

    b. Solicit response from the trainees with the assigned skill steps. Have each trainee read their step aloud prior to giving feedback.

    (ex. "John (observing trainee), you were assigned step one: Think about what the group wants you to do and why. Did he/she "Think about what the group wanted him/her to do and why?"

8. Assign Skill Homework.

    a. After feedback, ask main actor "Is this skill something you think you could do when faced with this or a similar situation?"

    b. Make sure that the main actor completed the top half of the Skillstreaming homework sheet and a copy of the new skill steps.

    c. Homework is due the following week at the next Skillstreaming group.

9. Select Next Role Player.

    a. Ask trainees who have to role-play, "Alright, who would like to role-play the situation where you had to deal with group pressure?"

    b. Facilitators might have to prod/encourage reluctant trainees.

    c. Praise the trainees that do role-play correctly/appropriately.