

BEHAVIOR

SKILLS

Learning How People Should Act.



INDIVIDUAL PROGRESS REPORT

Name _____



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BEHAVIOR SKILLS

Learning How People Should Act.

Use this Behavior Skills Game to help players learn what behavior is acceptable and what behavior is not acceptable. Behavior Skills stresses that the game player needs to take responsibility for his or her own actions and also discusses how to learn self-control. Positive behavior skills learned while playing this game should be reinforced at home, at work, and in social settings.

VARIOUS USES OF THIS GAME

A. SPECIFIC OBJECTIVE TRAINING—GROUP SETTING

Use the game to teach different objectives for different players.

Example:

Personalized Objectives

PLAYER #1 TO DECREASE INCIDENTS OF STEALING
PLAYER #2 NOT TO INTERVENE WHEN A PEER IS ACTING OUT
PLAYER #3 TO DECREASE INCIDENTS OF RUDE COMMENTS
PLAYER #4 TO DECREASE INCIDENTS OF RUNNING AWAY
PLAYER #5 ACCEPTABLE WAYS TO SHOW ANGER
PLAYER #6 NOT TO ASK THE SAME QUESTION OVER AND OVER AGAIN

*SPECIAL NOTE: (TWO (2) OR MORE PLAYERS CAN BE WORKING ON THE SAME OBJECTIVE)

B. GENERALIZATION TRAINING—GROUP SETTING

If player does not have any behavior problems, but needs to learn to deal effectively with the acting-out behavior of others.

Reinforces behavior skills already learned, but not always demonstrated by player in various home, work, and social settings.

C. ONE-ON-ONE—1 PLAYER TRAINING WITH STAFF

Example:

Player training on objective of a private nature (i.e., threatening suicide, using inappropriate language, stealing from someone in usual game group, etc.).

D. LEADERSHIP/SELF-ESTEEM TRAINING

Player who has mastered the questions on the Behavior Skills Game or who has no behavior problems can function as the game monitor.

Player who has mastered the questions on the Behavior Skills Game or who has no behavior problems can play to build self-esteem before training on harder and potentially frustrating topics.

E. LEISURE TIME ACTIVITY

This game should ALWAYS be played with staff supervision to prevent personal confrontations among players.

SPECIFIC EXAMPLE OF BEHAVIOR SKILLS GAME OBJECTIVE

NEED AREA:

Stealing items from a peer's nightstand.

OBJECTIVE:

(Name of Player) will not enter peer's bedroom without permission, 28 out of 30 trials each month.

ONE STEP OF METHOD:

Player will participate in playing the Behavior Skills Game two (2) times each week for training and reinforcement. SPECIAL EMPHASIS SHOULD BE PLACED ON QUESTIONS 2, 4, 8, 11, AND N.

DESIRED OUTCOME:

Player stops stealing from peer.

Player does not resume stealing once objective is met and discontinued, because the negative aspects of stealing will continue to be reviewed during generalization training.

HOW TO USE THE BEHAVIOR SKILLS ASSESSMENT

1. An assessment should be filled out on each player *prior to* playing the game for the first time. The evaluator should assess the player in a quiet, relaxed setting and utilize the Teacher's Guide. The results and test date should be recorded under the Pre-Test column.
2. The assessment will identify specific need areas for each player. Training objectives should be written after determining the *highest priority needs*. The blank DRAW CARDS can be used to add a player's specific objectives to the game.
3. Objectives can be chosen from the main content or corresponding needs area of the assessment.
4. The assessment is designed to allow periodic skill acquisition testing. The results and test date should be recorded under the testing column.
5. Blank lines have been provided at the end of the assessment to enable the evaluator to add additional measurement criteria based on personalized questions.
6. If criteria are met, a "Y" (for "Yes") should be recorded under the Criteria Met column along with the date. If criteria are not met, the reason(s) for lack of progress should be determined and appropriate action taken.

This product is available through PCI Educational Publishing at 1-800-594-4263

BEHAVIOR SKILLS ASSESSMENT

NAME: _____ EVALUATED BY: _____ <input type="checkbox"/> VERBAL <input type="checkbox"/> GESTURES <input type="checkbox"/> PICTURES <input type="checkbox"/> SIGN LANGUAGE <input type="checkbox"/> OTHER (Explain) _____ <i>(Can be more than one (1) of the above methods)</i>	TESTING DATE _____ _____ _____	CRITERIA MET _____ _____ _____
<small>These words are used in this assessment: Illustrates, Identifies, Explains, Defines, Informs, Gives. They are given as general terms to allow the evaluator flexibility to chart according to the Method of Testing being utilized.</small>	TEST NUMBER 1 2 3 4 5 6 Y/N DATE	CODES I—Independent VP—Verbal Prompts Needed D—Demonstration Needed PA—Physical Assistance Needed CN—Cannot Accomplish <small>Any area marked VP, D, PA or CN is considered a need</small>
COMMENTS		

MAIN CONTENT	1	2	3	4	5	6	Y/N	DATE
1. A. Identifies 2 rules at school/workplace								
B. Follows rules at school/workplace								
C. Indicates where rules are posted/located								
D. Indicates 1 consequence of not following the rules								
2. A. Defines term, "stealing"								
B. Indicates it is wrong to steal								
C. Refrains from stealing								
D. Refrains from looking through others' purses/wallets								
3. A. Describes how a 2-year-old might act when angry								
B. Indicates what helps him/her calm down when angry								
C. Indicates 1 acceptable way to show anger								
D. Displays anger in acceptable manner								
4. A. Treats peers with respect								
B. Defines term, "rights"								
C. Identifies 2 rights of all people								
5. A. Refrains from cursing when angry								
B. Indicates need to seek help immediately if being cursed at by staff								
C. Accepts redirection if asked to stop cursing								
6. A. Refrains from destroying property of others								
B. Identifies 1 item impossible to replace								
C. Stores valuables in safe place								
7. A. Describes 2 examples of good behavior								
B. Accepts compliments for good behavior								
8. A. Defines term, "privacy"								
B. Refrains from <i>handling</i> others' private possessions								
C. Knocks on closed door before entering								
9. A. Allows staff to handle behavior problems								
B. Treats staff with respect								
10. A. Defines term, "nervous"								
B. Informs staff/parent if nervous								
C. Gives 1 example of something that makes him/her nervous								
D. Indicates 1 way to calm down when nervous								

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