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ABSTRACT

The relative effectiveness of four instructional methods for increasing the interpersonal vocational skills of 122 mildly retarded high school students was investigated. Curriculum packages featured (1) verbal presentation of problematic social situations, (2) verbal presentation coupled with behavior rehearsal, (3) videotape vignettes of problem situations coupled with teacher led discussions and (4) teacher modeling, videotape presentations of problems coupled with behavior rehearsal. Analysis of pre- and post-measures on the Test of Interpersonal Competence for Employment revealed that all methods were effective in increasing student knowledge of the content and that the combination of videotape modeling and problem solving was most effective while the combination of teacher guidance modeling and behavior rehearsal was not successful. The time spent in teaching a lesson was not positively related to student knowledge gain; in fact, the most effective instructional method required the least class time. Appended are the Scale of Interpersonal Competence for Employment developed by Gilbert Foss, a teacher lesson evaluation form and a teacher satisfaction form. (CL)

Final Report

An Investigation of Four Instructional Methods for Teaching Social Skills to Mentally Retarded Secondary Students

Currently, there is a great deal of interest in assisting mildly retarded adolescents and adults to make the transition from the protected environments of school or workshop to that of competitive employment. Foss and Peterson (1981) and others have noted that it is often the individual's lack of interpersonal skills in interacting with supervisors and co-workers that interferes most with job success.

A variety of procedures are now being developed to teach social skills to this population; however, questions remain regarding which instructional methods (or combination of) are most effective with a given population (Bates, 1980; Bornstein, Bach, McFall, Friman, & Lyons, 1980; Elias-Burger, Sigelman, Danley, & Burger, 1981; LaGreca, Stone, & Bell, 1983; Senatore, Matson, & Kazdin, 1982). In addition, little is known about which methods are most appropriate for classroom instruction in high schools. The willingness and ability of teachers to use instructional materials is obviously an important factor.

The purpose of this study was to evaluate the relative effectiveness of four instructional methods in increasing the interpersonal skills of mildly retarded high school students. Information regarding teacher and student satisfaction with the instructional materials was also obtained. Five major objectives have guided the implementation of this project. These objectives relate to three major clusters of activities, those being: (1) development of the instructional methods and materials, (2) evaluation of the instructional methods and materials with mentally retarded secondary students, and (3) dissemination of the research findings to professionals in the field of special education and rehabilitation. This final report is organized in terms of these three major activity areas. First,

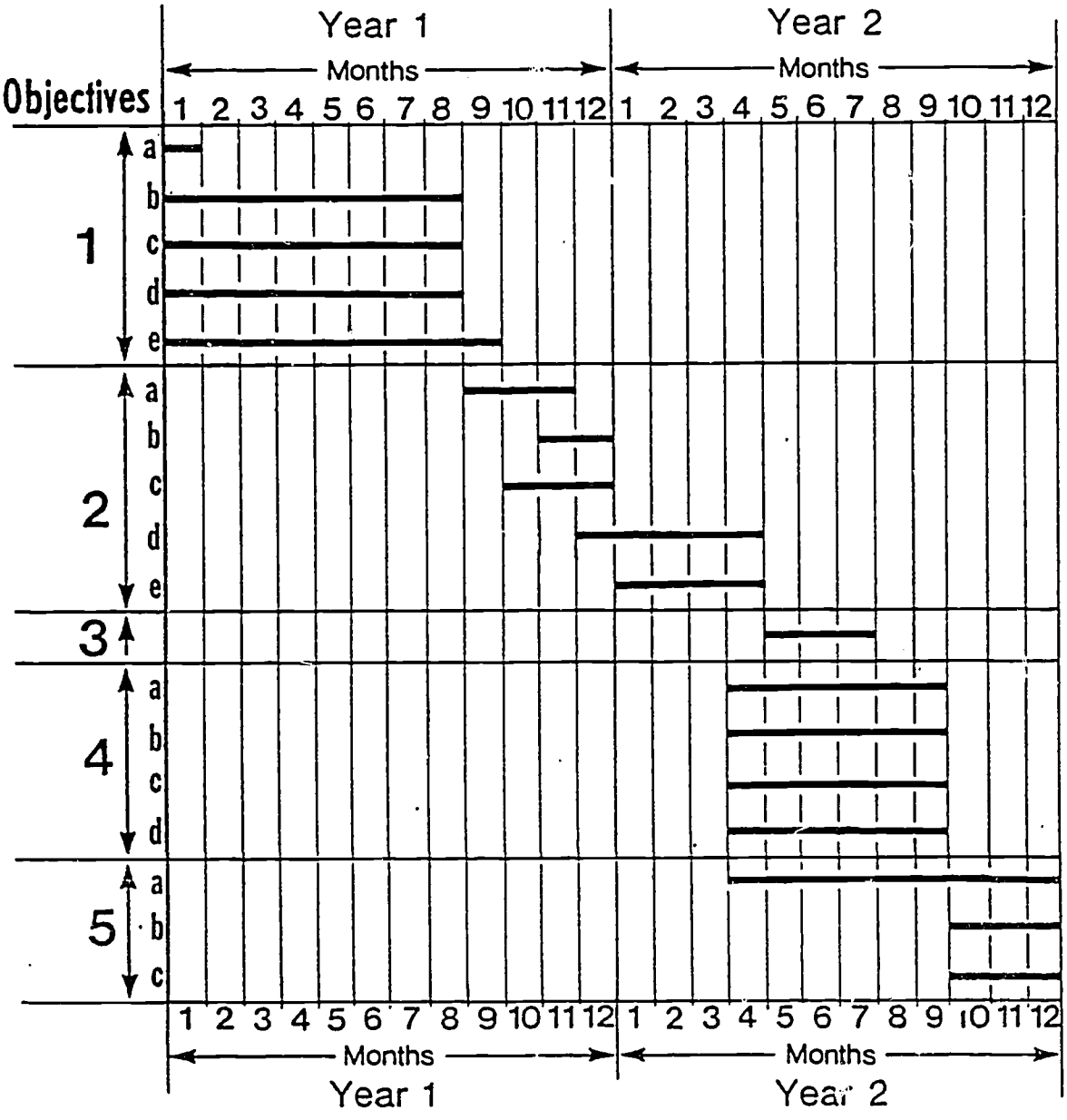

Figure 1

Time-Task Analysis for Implementing
Project Objectives

a listing of the project objectives and their sub-components is provided and Figure 1 displays a time-task schedule that was followed in implementing them.

Project Objectives

1. To develop curriculum units based on socially valid problematic situations which mentally retarded workers encounter on the job.
   a. To identify 24 problematic social situations occurring between: (1) worker and supervisor; and (2) worker and co-worker.
   b. To develop 24 verbal presentation and discussion formats for teachers to use in Treatment One.
   c. To develop 24 behavior rehearsal formats that teachers can use in guided role plays (Treatments Two and Four).
   d. To develop 24 videotape vignettes depicting socially competent workers utilizing effective skills in vocational settings (Treatments Three and Four).
   e. To incorporate the teaching methods and materials into four curriculum packages for teacher usage.
2. To implement and assess the training methods with mentally retarded students in work-study programs.
   a. To identify 24 teachers to participate in the project; 20 to do both assessment and training, and 4 to do pre-post assessments only (control group).

b. To prepare and conduct a training program for the participating teachers prior to teaching the curriculum to mentally retarded secondary students.

c. To identify 120 students to be involved in the four training methods and 24 to serve as control subjects.

d. To conduct pre- and post-assessment of the 120 experimental and 24 control subjects.

e. To implement and assess the four training methods with 120 students in the training intervention period.

3. To prepare and conduct a one-day follow-up session with participating teachers to receive feedback and provide a forum for discussion of the four teaching methods.

4. To analyze the effects of the four instructional methods on the acquisition of interpersonal skills relevant to vocational settings.

a. To analyze the effects of verbal presentation and discussion on the acquisition of interpersonal skills for employment (Treatment One).

b. To analyze the effects of verbal presentation plus behavior rehearsal on the acquisition of interpersonal skills for employment (Treatment Two).

c. To analyze the effects of videotape presentation plus verbal discussion on the acquisition of interpersonal skills for employment (Treatment Three).

d. To analyze the effects of videotape presentation plus behavior rehearsal on the acquisition of interpersonal skills for employment (Treatment Four).

5. To disseminate the findings of the research project to professionals in the fields of special education and rehabilitation.
   a. To present the research findings of the project at two national conventions of special educators/rehabilitation professionals.
   b. To prepare a final report of all research findings.
   c. To prepare and submit manuscripts containing the results of this investigation in appropriate professional journals.

Development of Instructional Methods and Materials

The work in this area can best be desribed in terms of (a) content, and (b) format. Although the content research was not conducted as a component of this research project, it is briefly described here to provide clarity in understanding this report.

Content

The content for this research was developed at the University of Oregon Research and Training Center according to the behavior analytic method developed by Goldfried and D'Zurilla (1969). This method involved three specific steps: (1) situational analysis, (2) response enumeration, and (3) response evaluation. The situational analysis involved two procedures. First, Foss and Peterson (1981) identified eight skill areas as important to the job tenure of retarded workers. These were: (1) following supervisor instructions, (2) accepting supervisor criticism, (3) requesting

assistance, (4) accepting changes in co-worker or supervisor, (5) disrupting other people, (6) aggressive behavior, (7) bizarre or irritating behavior, and (8) being distracted by other people. Next, supervisors and mentally retarded workers from nine vocational training facilities in Oregon were asked to keep track of social/interpersonal problems in these identified areas that they either observed or experienced during a one-week period. Input from competitive employers who employ retarded workers was also collected during this step. In total, 433 problematic situations were identified through this situational analysis. Project staff edited these problem situations by combining similar problems and deleting problem situations which were vague or unclear. This process reduced the original number of problem situations from 433 to 126 distinct problematic interpersonal situations.

Response enumeration involved forty vocational rehabilitation counselors in Oregon, California, and Indiana who interviewed 116 mildly retarded clients in order to gather a wide variety of responses to the interpersonal problematic situations obtained through situational analysis. Forty-six of these items failed to elicit a range of response from the interviewers. These situations were eliminated from the item pool, leaving 80 problematic situations.

Response evaluation involved the participation of approximately 120 employers in 12 western states. These employers were asked to rate the responses generated by mentally retarded workers to each of the 80 problem situations in terms of level of effectiveness in resolving the problem. The employers were asked to evaluate the response options to each situation on a four point scale of effectiveness.

The content of the curriculum, then, emphasizes the social context of worker's interpersonal problems, including the roles of those involved, possible responses to the problematic situations, and a determination of which responses are appropriate in the work setting and effective for resolving the problem. Two major problem areas have emerged, those involving supervisor-worker relationships and those involving co-worker relationships. Within supervisor-worker relationships, students were instructed both to identify and resolve problematic interactions effectively relating to: (1) responding to criticism/correction; (2) following instructions; and (3) requesting assistance. In co-worker relationships, training addressed problems with: (1) working cooperatively; (2) responding to teasing or provocation; and (3) personal concerns.

Format

The purpose of this research was to evaluate empirically four instructional formats for teaching the above-described content to mentally retarded secondary students. Each of the formats that were developed is briefly described below.

The first instructional method (Group A) used a verbal presentation of problematic social situations that occur in employment, and a teacher-led problem-solving discussion to identify the interpersonal skills that workers need to resolve such situations. In each lesson, the teacher verbally presented a specific problem and then used a problem-solving discussion format to clarify the skills to students and to question their acquisition of them. In this approach, students were taught to discriminate between effective and ineffective behaviors which pertain to the problematic

situation through verbal discussion. Therefore, the teacher was responsible for directly instructing the differences between effective and ineffective behavior and helping the students to identify the consequences of these differences. The problem-solving procedures used were based on the work of D'Zurilla and Goldfried (1971) and Spivack, Platt, and Shure (1976).

The second instructional method (Group B) utilized a verbal presentation of problematic situations coupled with behavior rehearsal to practice the behaviors needed to resolve the problem. The use of behavior rehearsal as a technique to teach social skills is derived from social learning theory (Rotter, 1975). By rehearsing appropriate skills in guided role play situations, the students were provided the opportunity to experience how effective behavior leads to desirable consequences, and to internalize specific skill strategies for addressing commonly occurring problems.

The third instructional method (Group C) employed a videotape presentation of the problematic social situation and the behaviors needed to resolve the problem, coupled with the teacher-led problem-solving discussion format described for the first instructional method. This strategy builds on observational learning theory (Bandura, 1971; 1973) which utilizes competent models to teach appropriate social skills to learners. Results of research with mentally retarded individuals indicates that they imitate competent models who receive positive consequences for appropriate behavior (Ross, 1970; Strichart, 1974) and that they are able to effectively utilize videotaped presentations of competent models to learn target behaviors (Litrownik, 1972; Striefel & Eberle, 1974). The models used in the videotapes developed for this project were drama students in training at the University of Oregon. These actors assumed the role of workers in

entry-level positions in jobs similar to those most available to the target population of this investigation, e.g., production, electronic assembly, janitorial, benchwork.

The final instructional method (Group D) evaluated utilized a videotape presentation of the problematic situation and solution, coupled with behavior rehearsal to practice the skills. This approach, therefore, utilized the techniques drawn from social learning and observational learning theory. Students viewed the competent model on videotape and then, through guided role plays, attempted to imitate the model. Figure 2, below, portrays how each of the problem presentation and problem resolution methods were combined to form Groups A, B, C, and D.

		METHOD OF PROBLEM RESOLUTION	
		Problem Solving	Behavior Rehearsal
METHOD OF PROBLEM PRESENTATION	Teacher Modeling	Group A	Group B
	Videotape Modeling	Group C	Group D

Figure 2

Instructional Methods used in the Four Treatment Groups

The evaluation of these instructional methods was considered critical for several reasons. First, they draw from established theoretical positions and all approaches may prove quite effective. The first method

(verbal presentation and problem-solving discussion) is the easiest to directly implement as teachers require only printed instructional materials. The methods employing behavior rehearsal and videotape, however, are more complex and require additional training, technology, and costs. The extra burden of training and technology make it imperative to establish if these methods are significantly more powerful so as to merit the necessary additional costs and teacher training.

Evaluation of Instructional Methods and Materials

Subjects

The subjects for this study were 122 mildly retarded high school students from two urban school districts in Colorado. The students were randomly selected from the classes of 24 secondary special education teachers in these two districts. Each of these teachers utilized a work-study approach to vocational training, and thus all students in the project (both treatment and control) were in work placements as part of their vocational preparation program.

Each curriculum was designed for a class size of six. Therefore, six students from each teacher's class were randomly assigned to be subjects for this study. Teachers gave all their students the Test of Interpersonal Competence for Employment (TICE) (Foss, Cheney, & Bullis, 1983), which is a standardized knowledge test developed for mildly retarded adolescents and adults. The scores were used to exclude students who would not benefit from social skills training. Any student who scored one standard deviation above the mean (12 on the Supervisor section or 19 on the Co-Worker

section) was not included in the group of students from which the random selection of six subjects was made.

An analysis of variance procedure was done on the TICE scores of the students chosen to determine if the four treatment groups differed from each other or from the control group. There was no significant difference, indicating that there is no group bias in the pretest scores that might affect the interpretation of differences in posttest results.

Procedures

Prior to training, each student was evaluated on the knowledge-based Test of Interpersonal Competence for Employment (TICE) and the performance-based Scale of Interpersonal Competence for Employment (SICE) (Appendix). The student was then placed in a group of six and received six weeks of training by one of the four training methods. At the end of six weeks (12 class sessions) each student was again evaluated on the TICE and the SICE.

In addition to the students that participated in the experimental portion of this study, 24 students served as controls against which the impact of the four proposed treatments was evaluated. The control group was formed by randomly assigning students from four classrooms that were similar in demographic characteristics to those participating in the experimental treatments. These control subjects were also pre- and posttested on the TICE and SICE over the same six-week period.

In addition to the TICE and SICE, several measures were used to discover more detailed information about the quality, effect, and usefulness of the curricula. These measures were administered only to the experi-

mental subjects and their teachers. The results assisted in decision-making regarding the choice instructional method, the emphasis placed on different content areas, and the format of the lessons. A copy of each of the forms discussed below is contained in the Appendix.

First, teachers were asked to fill out a Lesson Evaluation Form after each of the 12 lessons. The first part of this form asked them to indicate how much time they spent on each section of the lesson and on the total lesson. One purpose of this information was to evaluate the effectiveness of the two methods of problem presentation (verbal vs. videotape). Since teachers had to make sure that students understood the problem presented before the lesson could continue, the time taken by that teacher to explain the problem was used as a measure of the effectiveness of the method of presentation. This section also provided information regarding the amount of time required to teach each of the lesson components (e.g., problem presentation, behavior rehearsal).

The second part of the Lesson Evaluation Form asked teachers to indicate whether or not each student in the class understood the presentation and resolution of each problem. These responses allowed us to systematically gather teacher judgements regarding the effectiveness of each of the four instructional methods in communicating the content to students.

During each of the six weeks of instruction all teachers were contacted in order to conduct open-ended interviews. The primary purpose of these interviews was to get immediate feedback from the teachers about problems they may have experienced with the lessons just taught. These interviews also provided a check on the consistency of the instruction being given to

students. Teachers provided formal evaluations of the materials used on the Teacher Satisfaction Form.

At the end of the six weeks of training, students were asked to rate their satisfaction with the curriculum on a Student Satisfaction Form. Instruction that is more enjoyable for students (other factors being equal) is probably more effective in teaching the content. Students were asked to rate the components of the training (e.g., behavior rehearsal or videotape) as well as the total program. The results were used to further evaluate the relative merit of each of the four methods examined in this study.

Finally, after all student training was completed and a preliminary analysis made of the data, a one-day meeting was held for all project teachers. The purpose of this meeting was to share project results with them and to secure their input regarding the feasibility of each of the training methods. Such formative evaluation data was used to supplement the summative evaluations that emerged from the pre- and post-testing of students.

Data Analysis

The primary outcome measure for this project was the Test of Interpersonal Competence for Employment (TICE). No significant differences were found in pre-post SICE scores. The method used to examine TICE scores was an analysis of variance. Planned comparisons were made between the treatment groups and the control group, between the teacher modeling groups (A & B) and the videotape modeling groups (C & D), and between the problem solving groups (A & C), and the behavior rehearsal groups (B & D).

Because the planned comparisons do not allow a complete analysis of the data, post hoc comparisons of group means were used to contrast each treatment group's gain in posttest scores with the results from the control group. Raw residual scores (deviations of the posttest scores from the predicted values given the pretest scores) were used as the measure of gain in the post hoc comparisons.

Information gathered from teachers concerning the amount of time required to implement each instructional approach, as well as their satisfaction with each instructional approach are presented in a descriptive manner.

Findings

The results of this study led us to four major conclusions. First, it appears that all of the methods are, to some extent, effective in increasing student knowledge of the content. Second, our analysis revealed that the problem-solving approach is more effective than behavior rehearsal. Third, in comparing the results of the four groups, it is clear that the combination of videotape modeling and problem-solving is most effective while the combination of teacher modeling and behavior rehearsal was not successful. Our final conclusion is that time spent in teaching a lesson is not positively related to student knowledge gain. In truth, the most effective instructional method required the least class time.

All methods effective. As shown in Table 1, when the TICE scores for all students receiving instruction are considered as a group, the mean posttest scores are higher than the mean pre-test scores, while the control group scores remained constant or went down slightly. The gains made by

the treatment group were statistically significant in the case of the Co-worker test, while the gains made on the Supervisor test approach significance.

The conclusion that all methods are effective is supported by the reports of teachers and students. The results of a teacher questionnaire are reported in Table 2. Teachers rated all aspects of all curricula highly. In addition, their mean overall rating of satisfaction on a ten point scale was 7.5, with all but one of the teachers rating six or above (see Figure 3). Teacher ratings are important because they indicate the usefulness of a curriculum in actual classroom settings.

Ratings by students also provide useful information. More than 90% of the students were satisfied with the course and 99% found the lessons to be helpful at work. In sum, the pre-post test scores and teacher and student ratings lead to the conclusion that all forms of the curriculum were useful.

Table 1

Pre-Post TICE Scores

	Treatment		Control	
Test	Supervisor	Co-Worker	Supervisor	Co-Worker
Pre-Test	19.15	14.94	20.32	16.68
Post-Test	21.76	18.11	20.34	15.17

Table 2

Teacher Satisfaction Results

	Yes %	No %	Somewhat %
1. Did your students have the prerequisite skills or abilities needed to complete this course?	90	10	___
2. Is the content of the materials relevant to the needs of the students in the class?	70	___	30
3. Are the lessons in this curriculum ordered in a logical manner?	95	___	5
4. Are the instructional procedures for each lesson either clearly specified or self-evident?	95	___	5
5. Do the curriculum materials provide for sufficient student involvement?	70	___	30
6. Do the practice activities sufficiently contribute to mastery of skills?	55	15	30
7. Is the material sufficiently flexible to permit modification for individual or class differences?	70	___	30
8. Is the material motivating and appealing to students?	40	10	50
9. Are there any special skills required for teachers that make this material difficult to use?	20	65	15
10. Do the lessons require more preparation time than is available to you?	20	75	5
11. Would you use these materials again with another class?	95	5	___

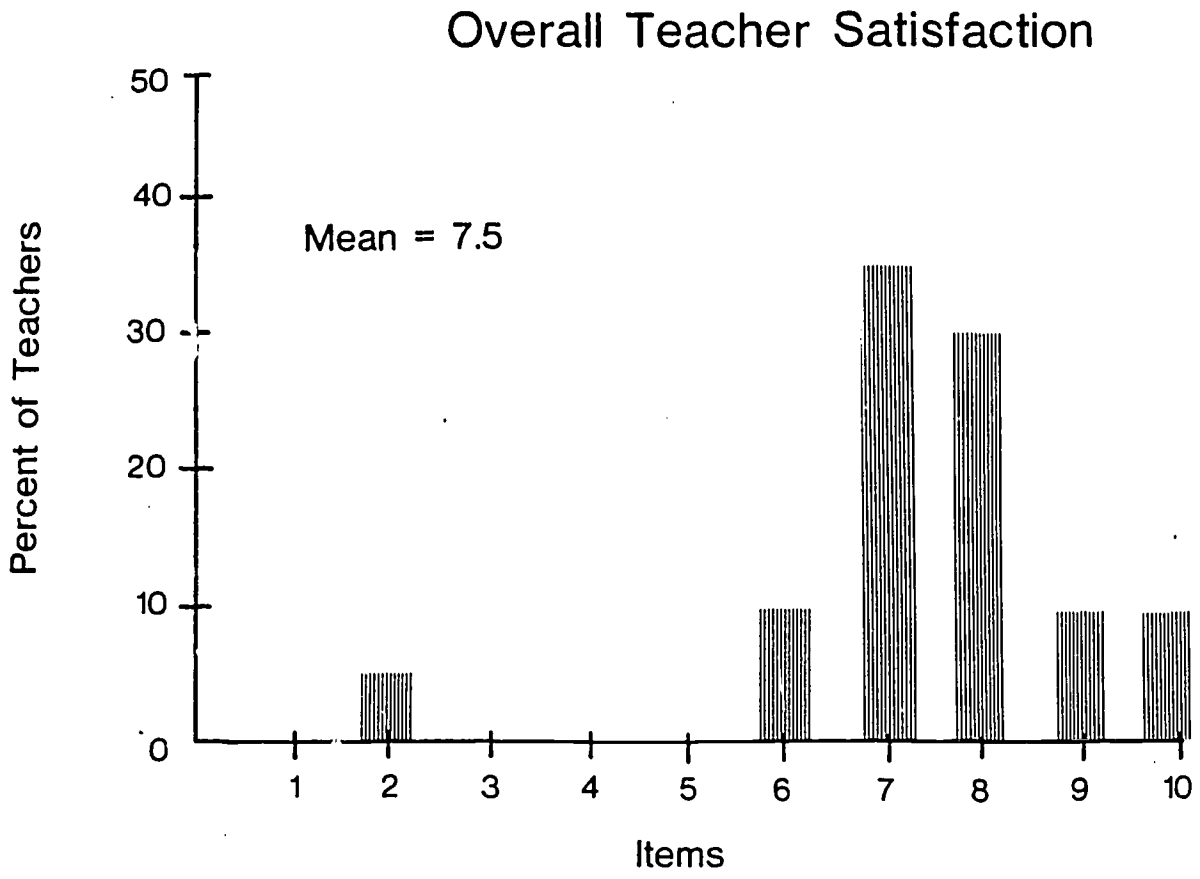

Figure 3

Overall Teacher Satisfaction

Effectiveness of problem-solving. The results of the analysis of variance reveals that the problem-solving approach was superior to behavior rehearsal as a method of teaching students to resolve difficult interpersonal situations. On both the Supervisor and Co-Worker sections of the TICE, students who used the problem-solving approach made significantly greater gains than did students who used behavior rehearsal (see Table 3). Satisfaction ratings show a slight preference for problem-

Table 3

TICE Group Differences (Pre-Post)

Group	A	B	C	D	Teacher Modeling	Video Modeling	Problem Solving	Behavior Rehearsal	Control
Supervisor									
Pre-Test	20.30	18.20	19.60	18.40	19.40	18.90	20.00	18.30	20.30
Post-Test	23.00	18.50	22.60	21.70	21.10	22.10	22.80	20.40	20.40
Residual	1.56*	-2.72	1.12	.58	-0.23	.83	1.34	-0.72	-1.31
Co-Worker									
Pre-Test	16.00	14.20	14.90	14.50	15.20	14.70	15.50	14.40	16.70
Post-Test	19.70	13.70	21.10	16.20	18.10	18.20	20.20	15.50	15.70
Residual	1.83*	-2.90	3.55*	-0.87	.55*	.88*	2.55*	-1.48*	-2.56

* $p < .10$

A = Teacher Modeling/Problem Solving
B = Teacher Modeling/Behavior Rehearsal
C = Videotape Modeling/Problem Solving
D = Videotape Modeling/Behavior Rehearsal

solving by both teachers and students. However, it is primarily the results of the TICE, particularly the dramatic difference in Co-Worker scores, that lead us to conclude that problem-solving is more effective.

Effectiveness of videotape/problem-solving combination. The combination of videotape modeling and problem-solving was the most effective method, especially in comparison with the opposite combination of teacher modeling and behavior rehearsal. Strong evidence for this conclusion is provided by the TICE Co-Worker scores shown in Table 3. In addition, the mean overall satisfaction ratings of teachers in the teacher modeling/ behavior rehearsal group was quite a bit lower than that of any of the other groups.

Effect of lesson time. As shown in Table 4, there are significant differences in the time required to teach lessons using the various methods. Behavior rehearsal takes more time than problem-solving and teacher modeling takes slightly more time than videotape modeling. It is interesting to note, however, that time spent in teaching a lesson is not positively related to gains in student knowledge. For example, the most effective combination of teaching methods (videotape and problem-solving) took the least amount of class time. Thus, problem-solving is not only effective in increasing student knowledge of social skills for work, it is also efficient in terms of teacher time.

Table 4

Mean Time Required to Complete a Lesson

Group	Minutes Per Lesson
A	37
B	43
C	35
D	43
Teacher Modeling	40
Video Modeling	38
Problem Solving	36
Behavior Rehearsal	43

A = Teacher Modeling/Problem Solving
B = Teacher Modeling/Behavior Rehearsal
C = Videotape Modeling/Problem Solving
D = Videotape Modeling/Behavior Rehearsal

Dissemination Activities

A major goal of faculty at the Oregon Rehabilitation Research and Training Center in Mental Retardation is the dissemination and utilization of research findings. A variety of dissemination/utilization activities are engaged in to accomplish this goal. The following activities have been accomplished to date in the dissemination of the findings of this research project. A manuscript describing the methods and findings of this final report is in preparation and will be submitted to a professional journal in the near future.

Publications

Cheney, D., & Foss, G. (1984). An examination of the social behavior of mentally retarded workers. Education and Training of the Mentally Retarded, 19(3), 216-221.

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Presentations

Date	Meeting Title	Place
February 15, 1985	The Oregon Conference	Eugene, OR
January 30, 1985	Oregon R-T Center In-Service Training	Eugene, OR
October 11, 1984	University of Wisconsin-Stout Fundamentals of Adjustment Services Program	Portland, OR
October 5, 1984	Division of Career Development Regional Conference	Kansas City, MO
May 31, 1984	Oregon R-T Center In-Service Training	Denver, CO
May 30, 1984	American Association on Mental Deficiency	Minneapolis, MN
March 26, 1984	Oregon Association of Rehabilitation Facilities Conference	Glenedon Beach, OR
March 1 & 2, 1984	Oregon R-T Center In-Service Training	Denver, CO
May 25, 1983	National Association of Rehabilitation Research and Training Centers	Eugene, OR

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APPENDIX

Trainee Name: _____

Scale of Interpersonal Competence for Employment

Gilbert Foss

Rehabilitation Research and Training
Center in Mental Retardation
University of Oregon
September, 1983

Instructions

The Scale of Interpersonal Competence for Employment (SICE) is an assessment instrument designed to measure interpersonal competencies for the employment setting. It was developed with the assistance of vocational training facilities, state departments of vocational rehabilitation, competitive employers, and public schools in 12 western states. The instrument is constructed to yield information that vocational educators can use to make decisions concerning training needs of their students/clients.

SICE consists of two parts: "Social Interaction Inventory" and "Disruptive Behavior Inventory." Both parts should be completed by an individual knowledgeable about the trainee's interpersonal behavior in the work setting. SICE will take approximately 20 minutes to complete.

Each item in the "Social Interaction Inventory" depicts an interpersonal problem situation. Read each item and rate the effectiveness with which the trainee being evaluated would typically respond to that situation. Rate each of the 30 situations in Part I to the best of your knowledge. Please mark only one option for each of the items.

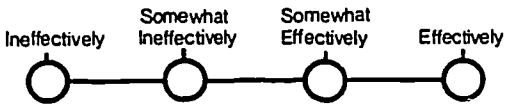
The items in the "Disruptive Behavior Inventory" are concerned with the severity of certain behaviors which have been identified as disruptive in the work setting. Please circle the number (1, 2, 3, or 4) which best describes the severity of each behavior listed in Part II. Answer each of the 14 items to the best of your knowledge. Remember to circle only one number for each of the items.

Part I

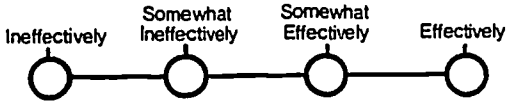
Social Interaction Inventory

Supervisor Interactions

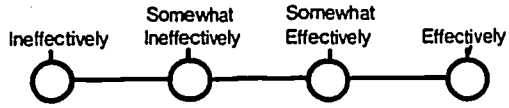
1. If the trainee breaks a machine because s/he didn't follow the supervisor's instructions, the <u>trainee</u> will respond:



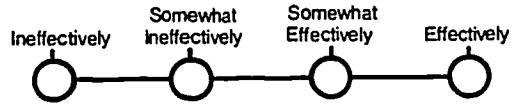
2. If the trainee is assigned a new job and is having a hard time working fast enough, the <u>trainee</u> will respond:



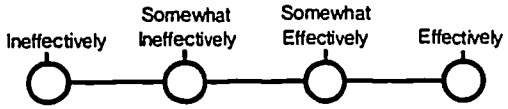
3. If the supervisor shows the trainee some mistakes s/he is making on the job, the <u>trainee</u> will respond:



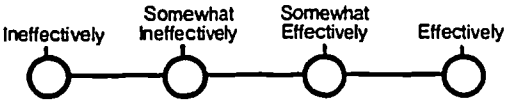
4. If the supervisor tells the trainee to work on a machine that the trainee thinks is dangerous, the <u>trainee</u> will respond:



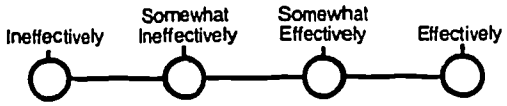
5. If the trainee thinks s/he is going to lose a job because s/he isn't working fast enough, the <u>trainee</u> will respond:



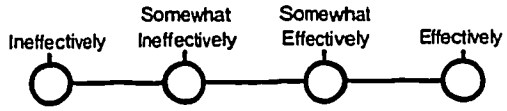
6. If the trainee needs to talk with a supervisor who is on break, the <u>trainee</u> will respond:



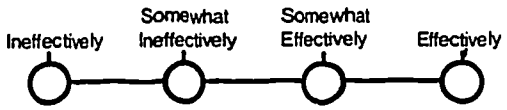
7. If a supervisor asks the trainee to do a favor that the trainee doesn't want to do, the trainee will respond:



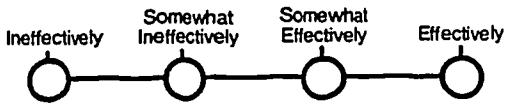
8. If the trainee broke a machine by being careless, the trainee will respond:



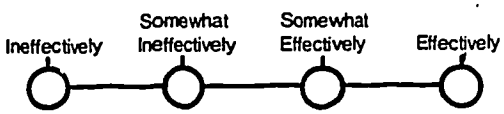
9. If the supervisor tells the trainee that s/he is doing a job wrong, the trainee will respond:



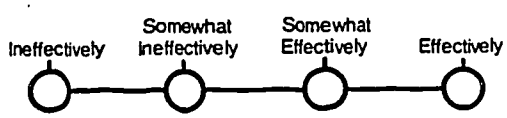
10. If the supervisor moves the trainee from a job s/he likes to one s/he doesn't, the trainee will respond:



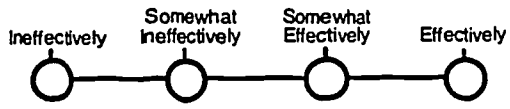
11. If the supervisor tells the trainee to work on a new job that s/he doesn't know how to do, the trainee will respond:



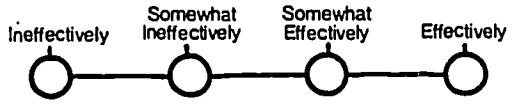
12. If the supervisor gives the trainee several instructions and s/he forgets one, the trainee will respond:



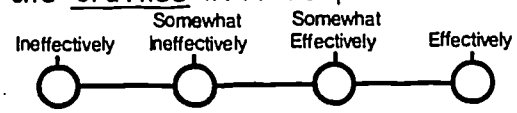
13. If the trainee loses some work materials and the supervisor says s/he will have to pay for them, the trainee will respond:



14. If the trainee is talking to another worker and the supervisor asks the trainee why s/he isn't working, the trainee will respond:

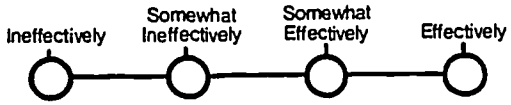


15. If the trainee cleaned some shelves and the supervisor says they are still dirty, the trainee will respond:

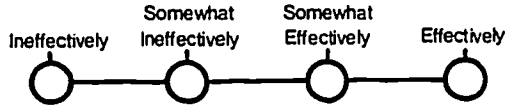


Co—Worker Interactions

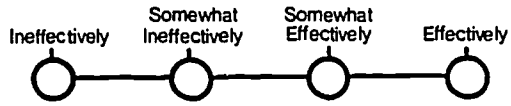
16. If another worker cuts in front of the trainee in the lunch line, the trainee will respond:



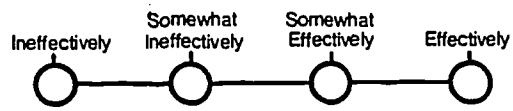
17. If another worker borrows a tool from the trainee and won't give it back, the trainee will respond:



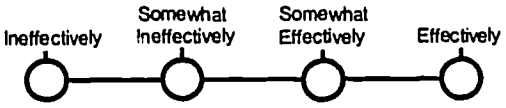
18. If another worker teases the trainee by saying the trainee is doing the work wrong, the trainee will respond:



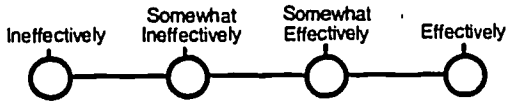
19. If the trainee is serving food in the cafeteria line and a friend wants to stop and talk, the trainee will respond:



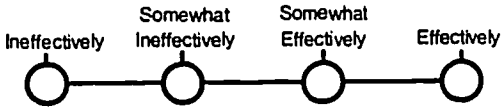
20. If the trainee is bothered by another worker swearing, the trainee will respond:



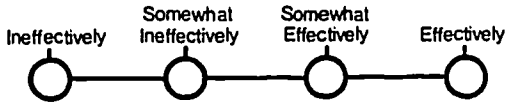
21. If the trainee is horsing around with another worker and it gets too rough, the trainee will respond:



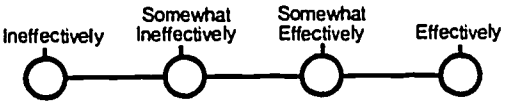
22. If another worker owes the trainee some money and won't give it back, the trainee will respond:



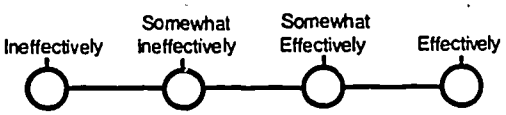
23. If another worker is playfully punching the trainee on the way to the lunchroom and the trainee doesn't like it, the trainee will respond:



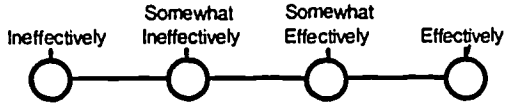
24. If the trainee's work group is fooling around and the trainee wants to get back to work, the trainee will respond:



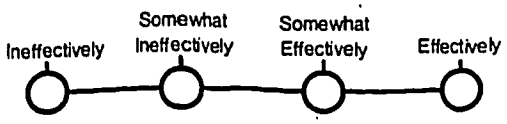
25. If the trainee is working with someone who is doing the job wrong, the trainee will respond:



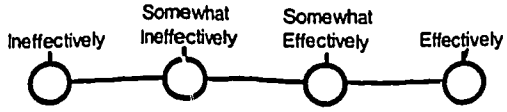
26. If another worker blames the trainee for a work problem, the trainee will respond:



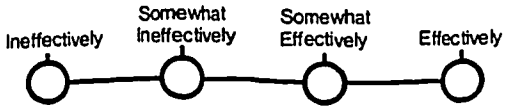
27. If another worker asks the trainee to buy a soft drink and the trainee doesn't want to, the trainee will respond:



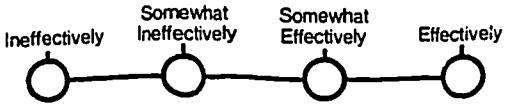
28. If another worker refuses to share a tool with the trainee, the trainee will respond:



29. If another worker gives the trainee too many work materials at one time, the trainee will respond:



30. If another worker gets in the trainee's way with some equipment, the trainee will respond:



Part II

Disruptive Behavior Inventory

The trainee:	Severity of Problem (circle one)			
	not at all			very much
1. engages in inappropriate conversation with the supervisor.	1	2	3	4
2. engages in inappropriate conversation with co-workers.	1	2	3	4
3. argues with the supervisor.	1	2	3	4
4. argues with co-workers.	1	2	3	4
5. verbally teases the supervisor.	1	2	3	4
6. verbally teases co-workers.	1	2	3	4
7. physically teases the supervisor.	1	2	3	4
8. physically teases co-workers.	1	2	3	4
9. engages in verbally aggressive behavior with the supervisor.	1	2	3	4
10. engages in verbally aggressive behavior with co-workers.	1	2	3	4
11. engages in physically aggressive behavior with the supervisor.	1	2	3	4
12. engages in physically aggressive behavior with co-workers.	1	2	3	4
13. engages in excessive conversation with the supervisor.	1	2	3	4
14. engages in excessive conversation with co-workers.	1	2	3	4

Teacher Lesson Evaluation Form

(To be completed immediately after each lesson)

1. Please indicate approximately how much time (in minutes) today's lesson and each of its parts took to complete.

	minutes
Total lesson	_____
Homework Review	_____
Problem Area Description	_____
Presentation of First Problem	_____
Resolution of First Problem	_____
Presentation of Second Problem	_____
Resolution of Second Problem	_____

2. Was the time available for the lesson:

___ too little ___ too much ___ about right

3. Please indicate whether or not each of your students understood the problem presentation and resolution for today's lesson. Circle (Yes) if you believe they understood, or (No) if you believe they did not understand the presentation and resolution of the two problems covered in today's lesson. You will need to circle four responses for each student to complete this section.

Student (fill in name)	Understood Problem I		Understood Problem II	
	Presentation	Resolution	Presentation	Resolution
A.	Yes No	Yes No	Yes No	Yes No
B.	Yes No	Yes No	Yes No	Yes No
C.	Yes No	Yes No	Yes No	Yes No
D.	Yes No	Yes No	Yes No	Yes No
E.	Yes No	Yes No	Yes No	Yes No
F.	Yes No	Yes No	Yes No	Yes No

4. Do you have any comments about today's lesson?

Teacher Satisfaction Form

(To be completed after the entire curriculum has been taught.)

Please answer the following questions about the Interpersonal Skills Training for Employment curriculum you have used by checking the appropriate response.

1. Did your students have the prerequisite skills or abilities needed to complete this course?

   ___ Yes ___ No

   If no, please specify needed skills:

2. Is the content of the materials relevant to the needs of the students in the class?

   ___ Yes ___ No ___ Somewhat

   Comment:

3. Are the lessons in this curriculum ordered in a logical manner?

   ___ Yes ___ No ___ Somewhat

   If No, please specify:

4. Are the instructional procedures for each lesson either clearly specified or self-evident?

   ___ Yes ___ No ___ Somewhat

   Comment:

5. Do the curriculum materials provide for sufficient student involvement?

___ Yes ___ No

Comment:

6. Do the practice activities sufficiently contribute to mastery of skills?

___ Yes ___ No ___ Somewhat

Comment:

7. Is the material sufficiently flexible to permit modification for individual or class differences?

___ Yes ___ No ___ Somewhat

Comment:

8. Is the material motivating and appealing to students?

___ Yes ___ No ___ Somewhat

Comment:

9. Are there any special skills required of teachers that make this material difficult to use?

___ Yes ___ No ___ Somewhat

Comment:

10. Do the lessons require more preparation time than is available to you?

___ Yes ___ No ___ Somewhat

Comment:

11. Would you use these materials again with another class?

___ Yes ___ No ___ Maybe

Comment:

12. On a scale of 1 to 10, indicate your overall satisfaction with the curriculum by circling the appropriate response.

Unsatisfied									Satisfied
1	2	3	4	5	6	7	8	9	10

13. Do you have any general comments or suggestions to improve the curriculum?