Skillstreaming Research: An Annotated Bibliography

Training and treatment approaches that aspire to help people lead more effective and satisfying lives must not be permitted to endure simply on the basis of the faith and enthusiasm of their proponents. Whether psychoeducational or of another type, such interventions must be subjected to careful, objective, and continuing evaluation. Only those approaches that research demonstrates to be effective deserve continued use and development. Those that fail such evaluations justly must not survive.

The present appendix references and briefly describes studies examining the effectiveness of Skillstreaming. Generally, these investigations combine to support the effectiveness of Skillstreaming with diverse trainee groups and diverse skill-training targets. Continuing tests of Skillstreaming's efficacy are necessary. But on the basis of this evidence, we confidently recommend its continued and expanded use with adolescents.

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Beeker, M., & Brands, A. (1986). Social skills training in retardates. *Bedragstherapie, 19, 3-14.*

A series of studies employing Skillstreaming with mentally retarded individuals. Authors report substantial levels of enhanced skill competency and interpersonal interaction.

227

Berlin, R.J. (1979). *Teaching acting-out adolescents prnsocial conflict resolution with Structured Learning Therapy.* Unpublished doctoral dissertation, Syracuse University.

    Trainees: Adolescent boys with history of acting-out behaviors (N=42)

    Skills):: Empathy

    Experimental design: (1) Skillstreaming for empathy in conflict situations, (2) Skillstreaming for empathy in nonconflict situations, versus (3) No-treatment control by (a) High Interpersonal Maturity Level versus (b) Low Interpersonal Maturity Level

    Results: Skillstreaming for empathy (conflict) significantly > Skillstreaming for empathy (non-conflict) or controls on acquisition. High (level significantly > Low I level. No significant generalization effects.

Bleeker, D.J. (1980). *Structured Learning Therapy with skill-deficient adolescents.* Unpublished master's thesis, Syracuse University.

    Trainees: Adolescent boys identified as disruptive in regular junior high school (N=55)

    Skill(s): Responding to a complaint

    Experimental design: A 2 x 2 plus control factorial design reflecting high versus low perceived (by the trainee) similarity between Skillstreaming trainer and generalization test figure by high versus low objective similarity, plus brief instructions control

    Results: Significant effects for both Skillstreaming and similarity

Bryant, S.E., & Fox, S.K. (1995). Behavior modeling training and generalization: Interaction of learning point type and number of modeling scenarios. *Psychological Record, 45,* 495-503.

    Trainees: Undergraduate volunteers (N=80)

    Skill(s): Cooperative problem solving

    Experimental design: One versus three modeling exposures by rule code versus summary label skill step presentation

Results: Significant interaction effect on skill generalization attributable to the superiority of the multiple model plus rule code condition

Cobb, F M. (1973). *Acquisition and retention of cooperative behavior in young boys through instructions, modeling, and structured learning* Unpublished doctoral dissertation, Syracuse University.

Trainees: First-grade boys (N=80)

Skill(s): Cooperation

Experimental design: (1) Skillstreaming for cooperation, (2) instructions plus modeling of cooperation, (3) instructions for cooperation, (4) attention control, (5) no-treatment control

Results: Skillstreaming significantly > all other conditions on both immediate and delayed tests of cooperative behavior

Coleman, M., Pfeiffer, S., & Oakland, T (1991). *Aggression Replacement Training with behavior disordered adolescents.* Unpublished manuscript, Department of Special Education, University of Texas.

An evaluation of the effectiveness of a 10-week Aggression Replacement Training program used with behavior-disordered adolescents in a residential treatment center. Results indicated significant increases in skill knowledge but not actual overt skill behaviors.

Cross, W (1977). *An investigation of the effects of therapist motivational predispositions in Structured Learning Therapy under task versus relationship stress conditions.* Unpublished doctoral dissertation, Syracuse University.

Trainees: College undergraduates (N=120)

Skill(s): Skillstreaming group leadership skills

Experimental design: Task-motivated versus relationship-motivated trainers by task-relevant versus relationship-relevant trainee-originated trainer stress plus no-treatment control

Results: Relationship-motivated trainers significantly > task-motivated trainers on Skillstreaming effectiveness under task threat conditions

Curulla, V L. (1990). *Aggression Replacement Training in the community for adult learning disabled offenders.* Unpublished manuscript, Department of Special Education, University of Washington, Seattle.

Trainees: Young adult offenders in a community treatment center (N=67)

Skill(s): "Tendency toward recidivism" skills

Experimental design: Compared (1) Aggression Replacement Training, (2) Aggression Replacement Training absent its Moral Education component, (3) no-training control

Results., Significant reduction in tendency toward recidivism in (1), but not (2) or (3)

Cutierrez, M.C., & Hurtado, S. (1984). Effects of transfer enhancers on generalization of social skills in handicapped adolescents. *Revisia de Analisis del Comportarniento, 21,* 81-88.

Trainees: Physically handicapped adolescents (N=15)

Skill(s): Social competency subset

Experimental design: Three training conditions: (1) Skillstreaming plus transfer enhancers, (2) Skillstreaming, (3) wait-list control

Results: For skill acquisition, both (1) and (2) > (3). For skill maintenance at 4-week follow-up probe, (1) > (2) and (3).

Davis, C. (1974). *Training police in crisis intervention skills.* Unpublished manuscript, Syracuse University.

Description of a training program utilizing Skillstreaming to develop skills among a 225-person urban police force for the competent handling of family fights, rapes, accidents, suicides, and variety of other crises common in everyday police work. Skills taught included (1) preparing to deal with threats to your safety, (2) calming the emotional aspects of the crisis, (3) gathering relevant information, and (4) taking appropriate action.

Dominquez, Y A., & Garrison, J. (1977). Towards adequate psychiatric
    classification and treatment of Mexican American
    patients. *Psychiatric Annals, 7,* 86-96.

    Responding to the several ways in which the core procedures of the
    Skillstreaming approach were selected for use in response to characteristic
    learning styles of low-income populations, this article recommends Skill-
    streaming as one of four intervention methods for bridging the gap between
    primarily Anglo middle class therapists and primarily lower class Chicano
    patients.

Edelman, E. (1977). *Behavior of high versus loco hostilily-guilt Structured
    Learning trainers under standardized client conditions of expressed hostility.*
    Unpublished master's thesis, Syracuse University

    Trainees: Nurses and attendants at state mental hospital (N=60)

    Skill(s): Structured Learning trainer group leadership behaviors

    Experimental design: Skillstreaming trainers high versus low in hostility
    guilt by (1) high, (2) low, or (3) no expressed client hostility

    Results: High hostility-guilt trainers responded to trainee hostility with
    significantly less counterhostility than did low hostility-guilt trainers. Low
    hostility-guilt trainers significantly > counterhostility to hostile than neutral
    trainees; no similar effect for high hostility-guilt trainers.

Epstein, M., & Cullinan, D. (1987). Effective social skills curricula for
    behavior-disordered students. *Pointer, 31,* 21-24.

    A comparative description of six social skills curricula for secondary and
    elementary behavior-disordered students.

Figueroa-Torres, J. (1979). Structured Learning Therapy: Its effects upon
    self-control of aggressive fathers from Puerto Rican low socioeconomic
    families. *Hispanic Journal of Behavioral Sciences,*
    14, 345-354.

    Trainees: Family-abusing fathers (N=60)

    Skill(s): Self-control

Experimental design: Skillstreaming for self-control versus no treatment

Results: Skillstreaming-trained fathers significantly > controls on self-control on acquisition and minimal generalization criteria

Fleming, D. (1977). *Teaching negotiation skills to preadolescents.* Unpublished doctoral dissertation, Syracuse University.

   Trainees: Adolescents (N=96)

   Skill(s): Negotiation

   Experimental design: High self-esteem versus low selfesteem adolescents by adult Skillstreaming trainer versus peer Skillstreaming trainer by presence versus absence of pre-Skillstreaming enhancement of expectancy for success

   Results: All Skillstreaming groups showed significant increase in negotiation skill acquisition but not transfer. No significant effects observed between trainer type or between esteem level effects.

Fleming, L.R. (1977). *Training aggressive and unassertive educable mentally retarded children for assertive behaviors, using three types of Structured Learning Therapy.* Unpublished doctoral dissertation, Syracuse University.

   Trainees: Mentally retarded children (N=96)

   Skill(s): Assertiveness

   Experimental design: (1) Skillstreaming for assertiveness plus fear-coping training, (2) Skillstreaming for assertiveness plus anger-coping training, (3) Skillstreaming for assertiveness, (4) attention control by aggressive versus unassertive children

   Results: All three Skillstreaming groups significantly > controls on increase in assertiveness. No significant in vivo transfer effects.

Friedenberg, W. P (1971). *Verbal and nonverbal attraction modeling in an initial therapy interview analogue.* Unpublished master's thesis, Syracuse University.

Trainees: Psychiatric inpatients (all male, mostly schizophrenic; N=60)

Skill(s): Attraction

Experimental design: High versus low attraction to interviewer displayed via nonverbal cues by high versus low attraction to interviewer displayed via verbal cues

Results: Significant modeling effect for attraction for the high-high group (high modeled attraction using both the verbal and nonverbal cues) as compared to the other three conditions

Gibbs, J.C., Potter, G.B., & Goldstein, A. P. (1995). *The EQUIP program: Teaching youth to think and act responsibly through a peer-helping approach.* Champaign, IL: Research Press.

EQUIP is a multimethod intervention for delinquent youth consisting of a positive peer culture, Aggression Replacement Training, and means to correct disordered, criminal thinking. This book describes these procedures in "how-to" detail and presents an extensive and successful evaluation of their efficacy when used with a sample of incarcerated delinquents.

Contents: (1) Introduction and Description; (2) Developing a Positive Youth Culture; (3) Equipping with Mature Moral Judgment; (4) Equipping with Skills to Manage Anger and
Correct Thinking Errors; (5) Equipping with Social Skills; (6) Program Implementation; (7) Developing a Positive Staff Culture; (8) Program Adaptations and Expansions

Gibbs, J.C., Potter, G.B., Goldstein, A.P, & Brendtro, L.K. (1996). Frontiers in psychoeducation: The EQUIP model with antisocial youth. *Reclaiming Children and Youth, 4,* 22-29.

A discussion of the intervention challenges presented by antisocial youth, the development of earlier psychoeducational methods, and the rationale that led to the construction of the EQUIP approach, which combines skills-oriented and peer-oriented components.

Gilstad, R. (1977). *Acquisition and transfer of empathic responses by teachers through self-administered and leader-directed Structured Learning Training and the interaction between training method and conceptual level.* Unpublished doctoral dissertation, Syracuse University.

Trainees: Elementary schoolteachers (N=60)

Skill(s): Empathy

Experimental design: Skillstreaming for empathy training conducted by a trainer in "standard" Skillstreaming groups versus Skillstreaming for empathy self-instructional training format by high versus low conceptual level trainees, plus attention control

Results: Both Skillstreaming groups significantly > control on empathy acquisition and transfer criteria. No significant effects between Skillstreaming conditions or between conceptual levels.

Glick, B., & Goldstein, A.P (1987). Aggression Replacement Training. *Journal of Counseling and Development, 65, 356-362.*

A description of the Skillstreaming, anger control training, and moral reasoning training components of Aggression Replacement Training, including the institutional evaluation studies on juvenile delinquent populations conducted to ascertain its effectiveness.

Golden, R. (1975). *Teaching resistance-reducing behavior to high school students.* Unpublished doctoral dissertation, Syracuse University.

Trainees: High school students (N=43)

Skill(s): Resistance-reducing behavior (reflection of the other's feeling plus appropriate assertiveness regarding one's own view in an interpersonal conflict situation with authority figures)

Experimental design: (1) Discrimination training ("good" modeled skill behavior versus "bad" modeled skill behavior) for resistance-reducing behavior, *(2)* Skillstreaming for resistance-reducing behavior, *(3)* no-treatment control by internal versus external locus of control

Results: Both discrimination training and Skillstreaming significantly > controls on resistance-reducing behavior on both acquisition and generalization criteria. No significant locus of control effects.

Goldstein, A.P (1973). A prescriptive psychotherapy for the alcoholic patient based on social class. In *Proceedings of the Second Annual Alcoholism Conference of NIAAA.* Washington, DC: U. S. Department of Health, Education and Welfare.

An overview of the development of Skillstreaming and relevant evaluative research, with special emphasis upon its implications for alcoholic patients.

Goldstein, A.P (1973). *Structured Learning Therapy: Toward a psychotherapy for the poor.* New York: Academic.

A comprehensive statement of the origin and rationale for Structured Learning Therapy and a full presentation of relevant evaluative research. Modeling scripts from both inpatient and outpatient studies are presented.

Contents: (1) Psychotherapy: Income and Outcome; *(2)* Personality Development and Preparation for Patienthood; (3) Language and Malcommunication; (4) Psychopathology and Socfopathology; *(5)* Structured Learning and the Middle-Class Patient; *(6)* Structured Learning and the Lower-Class Inpatient; (7) Structured Learning and the Lower-Class Outpatient; (8) Structured Learning and the Working-Class Paraprofessional; (9) Future Directions; (10) Appendix: Modeling Scripts

Goldstein, A.P (1981). *Psychological skill training: The Structured Learning technique.* New York: Pergamon.

A comprehensive description of Skillstreaming research and application with diverse trainee populations. Trainer manuals for implementing this approach are also provided.

Contents: (1) Introduction; (2) Origins of Structured Learning; (3) Mental Hospital Patient Trainees; (4) Adolescent Trainees; (5) Child Trainees; (6) Change Agent Trainees; (7) Other Trainees; (8) Issues in Skill Training: Resolved and Unresolved

Goldstein, A.P (1985). Prosocial education: Aggression replacement via psychological skills training. *International Journal of Group Tensions,* 15, 6-26.

Prosocial education is the intentional teaching of a curriculum of effective interpersonal, conflict management, and anger control skills. This paper describes the rationale underlying this strategy and means for its implementation.

Goldstein, A. P. (1985). Structured Learning Therapy. In D. Larsen (Ed.), *Giving psychology away.* San Francisco, Brooks/Cole.

A review of prescriptive need for new interventions to serve underserved populations. Describes how and why Skillstreaming was developed to meet the psychoeducational needs of low-income trainee populations.

Goldstein, A.P (1986). Teaching prosocial skills to antisocial youth. In C.M. Nelson, R.B. Rutherford, & B.T Wolford (Eds.), *Special education and the criminal justice system.* Columbus, OH: Charles E. Merrill.

A review of the educational and correctional philosophy underlying a psychoeducational intervention orientation toward changing antisocial behavior. Described are the Skillstreaming and Aggression Replacement Training implementations of this philosophy.

Goldstein, A. P. (1988). *The Prepare Curriculum: Teaching prosocial competencies.* Champaign, IL: Research Press.

A major expansion of the Skillstreaming approach, this 10-course curriculum collectively proposes that a diverse array of prosocial competencies can be taught, learned, and effectively employed in various settings by diverse trainees.

Contents: (1) Introduction; (2) Problem-Solving Training; (3) Interpersonal Skills Training; (4) Situational Perception Training; (5) Anger Control Training; (6) Moral Reasoning Training; (7) Stress Management Training; (8) Empathy Training; (9) Recruiting Supportive Models; (10) Cooperation Training; (11) Understanding and Using Groups; (12) Transfer and Maintenance; (13) Classroom Management; (14) Future Directions

Goldstein, A.P (1989). Refusal skills: Learning to be positively negative. *Journal of Drug Education, 19,* 271-277.

A description of the application of the Skillstreaming method and curriculum to the problem of alcohol or drug refusal by adolescents. In effect, responding to the failure of a "just say no" philosophy, the goal is to teach youth how to say no in challenging situations.

Goldstein, A.P (1989). Teaching alternatives to aggression. In D. Biklen, D. L. Ferguson, & A. Ford (Eds.), *Schooling and disability.* Chicago: The National Society for the Study of Education.

A review of psychoeducational philosophy and procedures for use in expanding the behavioral repertoires of chronically aggressive youngsters, thus making alternatives to aggression more available and more likely.

Goldstein, A.P (1991). El curriculum de preparation. *Revista de Analisis del Comportemiento, 4,* 108-129.

A description in Spanish of the background, methods, constituent courses, and range of applicability of the Prepare Curriculum.

Goldstein, A.P (1992). Teaching prosocial behavior to low-income youth. In P Pedersen & J. Carey (Eds.), *Multicultural counseling in schools.* Fairfield, CT: Greenwood.

An examination of the developmental life path typical for low-income youth and the manner in which this path leads to particular channels of accessibility for learning. The Skillstreaming, Aggression Replacement Training, and Prepare Curriculum methods are each described, as is their compatibility with a low-income learning style.

Goldstein, A.P (1993). Interpersonal skills training interventions. In A. P. Goldstein & C. R. Huff (Eds.), *The gang intervention handbook.* Champaign, IL: Research Press.
A review of the Skillstreaming approach-its rationale, procedures, and curriculum-and the main expansions of this intervention (Aggression Replacement Training, Prepare Curriculum) as they have been and might be employed with gang youth.

Goldstein, A.P. (1995). Coordinated multitargeted skills training: The promotion of generalization enhancement. In W O'Donohue & L. Krasner (Eds.), *Handbook of psychological skills training: Clinical techniques and applications.* Boston: Allyn & Bacon.

An examination of the problem of generalization failure, which has plagued interventions of all kinds, including those oriented toward teaching prosocial skills. Reviewed are the content and research base of procedures for the enhancement of both setting generalization (transfer) and temporal generalization (maintenance) of newly learned skills.

Goldstein, A.P, Amann, L., & Reagles, K.W (1990). *Refusal skills: Preventing drug use in adolescents.* Champaign, IL: Research Press.

A presentation of procedures and materials needed to focus Skillstreaming efforts on refusal skills needed by adolescents being pressured to use drugs or alcohol. Designates 20 of the 50 Skillstreaming skills for adolescents as core refusal skills.

Contents: (1) Introduction; (2) Issues in Drug Use; (3) The Refusal Skill Curriculum; (4) Refusal Skill Training Procedures; (5) Transfer and Maintenance; (6) Skillstreaming Curriculum for Adolescents; (7) Commonly Abused Drugs

Goldstein, A. P, Blake, G., Cohen, R., & Walsh, W (1971). The effects of modeling and social class structuring in paraprofessional psychotherapist training. *Journal of Nervous and Mental Disease, 153,* 47-56.

Trainees: Nurses and attendants (N=135)

Skill(s): Attraction, empathy, warmth

Experimental design: High, low, and no attraction modeling by middle, low, and no social class structuring

Results: Significant modeling by social-class structuring interaction effects for attraction, empathy, and warmth.

Goldstein, A.P, Blancero, D.A., Carthen, W, & Glick, B. (1994). *The prosocial gang Implementing Aggression Replacement Training.* Thousand Oaks, CA: Sage.

A description of the use of Aggression Replacement Training, an expansion of Skillstreaming, with 10 criminally oriented youth gangs. Comparison of treated versus untreated gang youth reveals significant benefits from participation, including reduced recidivism. *Contents: (1)* Gangs in the United States; (2) Gang Aggression; (3) A Historical Review; (4) Aggression Replacement Training: Background and Procedures; (5) Aggression Replacement Training: Evaluations of Effectiveness; (6) Gangs in the Hood; (7) The Program: Management and Evaluation; (8) Future Perspectives: Enhancing Generalization of Gain

Goldstein, A.P, Coultry, T, Glick B., Gold, D., Reiner, S., & Zimmerman, D. (1985). Entrenaminto en sustitucion de agresion: Un modelo de intervencion integral endelincuencia. *Revista de Analisis del Comportamiento, 2,* 325-335. Aggression Replacement Training-both methods and evaluation research-is described as it has been and might be profitably used with delinquent youth.

Goldstein, A.P, Coultry, T, Glick B., Gold, D., Reiner, S., & Zimmerman, D. (1986). Aggression Replacement Training: A comprehensive intervention for the acting-out delinquent. *Joumal of Correctional Education, 37,* 120-126. Aggression Replacement Training-both methods and evaluation research-is described as it has been and might be profitably used with delinquent youth.

Goldstein, A.P, Erne, D., & Keller, H. (1985). *Changing the abusive parent.* Champaign, IL: Research Press. Child abuse is a major and growing social problem. This book describes the development and application of a Skillstreaming approach to teaching parenting skills to chronically abusive parents. *Contents: (1)* Child Abuse: The Problem; (2) Child Abuse: Intervention Approaches; (3) An Introduction to Structured Learning; (4) Preparing for Structured Learning; (5) Conducting the Structured Learning Group; (6) Structured Learning

Skills for Abusive Parents; (7) A Typical Structured Learning Session; (8) Managing Problem Behaviors; (9) Structured Learning in the Agency Context; (10) Structured Learning Research

Goldstein, A.P, Gershaw, N.J., Glick, B., Sherman, M., & Sprafkin, R.P (1978). Training aggressive adolescents in prosocial behavior. *Journal of Youth and Adolescence, 1,* 73-92.

A comprehensive review of research employing Skillstreaming with aggressive adolescent trainees. Study designs and findings are presented and examined. The value of prescriptively designed practice and research is emphasized. Special emphasis is placed upon transfer of training, particularly reasons for its infrequency and possible means for its enhancement.

Goldstein, A. P, Gershaw, N.J., Klein, P, & Sprafkin, R. P. (1980). *Skillstreaming the adolescent: A structured learning approach to teaching prosocial skills.* Champaign, IL: Research Press.

A practitioner-oriented trainer's manual presenting the background, procedures, materials, and measures necessary to organize and manage Skillstreaming groups for adolescents.

Contents: (1) A Prescriptive Introduction; (2) Structured Learning: Background and Development; (3) Structured Learning Procedures for Adolescents; (4) Selection and Grouping of Trainees; (5) Structured Learning Skills for Adolescents; (6) Structured Learning in Use; (7) Management of Problem Behavior in a Structured Learning Group; (8) Structured Learning Research: An Annotated Bibliography

Goldstein, A. P, Gershaw, N.J., Klein, P, & Sprafkin, R. P. (1983). Structured Learning: A psychoeducational approach to teaching social competencies. *Behavior Disorders,* 8, 161-170.

A presentation of the Skillstreaming method-its history, development, procedures, and curriculum-as it might optimally be employed with troubled and troubling youth.

Goldstein, A. P, Gershaw, N.J., & Sprafkin, R. P. (1975). Structured Learning Therapy: Skill training for schizophrenics. *Schizophrenia Bulletin, 14, 83-88.*

A description of the procedures that constitute Skillstreaming and their evaluation. Relevant modeling tapes and related materials are also described. This article places special emphasis on the community-relevant needs of a variety of types of schizophrenic patients and the manner in which daily living skill deficits may be systematically reduced by the use of this approach.

Goldstein, A. P, Gershaw, N.J., & Sprafkin, R.P (1976). Skill *training for community living- Applying Structured Learning Therapy.* New York: Pergamon.

A detailed, applied presentation regarding the use of Skillstreaming with adult psychiatric patients and similar trainees.

Contents: (1) Introduction; (2) Trainer Preparation and Training Procedures; *(3)* Inpatient and Outpatient Trainees; (4) Modeling Tapes; (5) Skillstreaming Research; (6) Supplement A: Trainer's Manual; (7) Supplement B: Trainee's Notebook; (8) Supplement C: An Advanced Skillstreaming Session; (9) Supplement D: Resistance and Resistance Reduction; (10) Supplement E: Skill Surveys

Goldstein, A. P, Gershaw, N.J., & Sprafkin, R. P. (1979). l know *what's wrong, but I don't know what to do about it.* Englewood Cliffs, NJ: Prentice Hall.

A self-administered version of Skillstreaming, presented in stepwise, concrete detail. Oriented in content and procedures toward the general adult population.

Contents: (1) How to Use This Book; (2) Knowing What's Wrong: Diagnosing the Problem; (3) Getting Ready: Preparing to Change Your Behavior; (4) What to Do about It: Changing Your Behavior; (5) Personal Skills in Action: Guidelines, Steps and Examples; (6) Making Changes Stick; (7) More Personal Skills

Goldstein, A. P, Gershaw, N.J., & Spralkin, R. P. (1979). Structured Learning
    Therapy: Training for community living. *Psychotherapy.**
    Theory, Research and Practice, 16, 199-203.

    An examination of existing approaches to the resocialization
    of mental hospital patients, which, while often yielding positive changes at
    the termination of treatment, typically do not result in enduring transfer of
    such changes into community functioning. Skillstreaming is described as an
    intervention deliverable in association with transferenhancing features, thus
    overcoming this typical weakness in generalization.

Goldstein, A. P, Gershaw, N.J., & Sprafkin, R. P. (1985). Structured Learning:
    Research and practice in psychological skills training. In L. L'Abate & M.A.
    Milan (Eds.), *Handbook of social skills training and research.* New York: Wiley.

    Explores the history and development of psychological skills training in
    general and the Skillstreaming approach in particular, including its
    constituent methods, curriculum, and research evaluations.

Goldstein, A.P, Gershaw, N.J., & Sprafkin, R.P (1995). Teaching the adolescent:
    Social skills training through Skillstreaming. In G. Cartledge & J.F Milburn
    (Eds.), *Teaching social skills to children and youth.* Boston: Allyn & Bacon.

    A description of the Skillstreaming method as utilized with adolescent
    populations. Examined are the developmental relevance of this approach,
    methods and application, curriculum, means for enhancing trainee
    motivation, and the Aggression Replacement Training and Prepare
    Curriculum expansions of the approach.

Goldstein, A.P, & Glick, B. (1987). *Aggression Replacement Training: A
    comprehensive intervention for aggressive youth.* Champaign, IL: Research
    Press.

    A description of a major expansion of the Skillstreaming approach.
    Skillstreaming teaches youths skill alternatives to aggression. Anger control
    training inhibits use of the

alternative antisocial behaviors. Moral Education provides the concern with the rights of others that encourages use of the skills taught. This book describes this three-part approach and provides evaluation results for two investigations of its effectiveness with incarcerated delinquents.

Contents: (1) Juvenile Delinquency: Incidence and Interventions; (2) The Behavioral Component of ART: Structured Learning; (3) Trainer's Manual for Structured Learning; (4) The Affective Component of ART: Anger Control Training; (5) Trainer's Manual for Anger Control Training; (6) The Cognitive Component of ART: Moral Education; (7) Trainer's Manual for Moral Education; (8) Program Description and Evaluation; (9) Future Directions; (10) Administrator's Manual for ART

Goldstein, A. P, & Glick, B. (1987). Angry youth-reducing aggression. *Corrections Today, 49,* 38-42.

A description of the purposes, methods, curricula, and evaluations of Aggression Replacement Training as used with juvenile delinquent populations.

Goldstein, A. P, & Glick, B. (1994). Aggression Replacement Training: Curriculum and evaluation. *Simulation and Gaming, 25,* 9-26.

A description of the history, development, and evaluation of Aggression Replacement Training (i.e., Skillstreaming, anger control training, and Moral Education). Its curriculum, methods, and outcomes in institutional, community, and school settings are presented.

Goldstein, A.P, & Glick, B. (1995). Aggression Replacement Training for delinquents. In R.R. Ross, D.H. Antonowicz, & G.A. Dhlival (Eds.), *Going straight: Effective delinquency prevention and offender rehabilitation.* Ottawa, Canada: AIR Training and Publications.

A review of research examining the effectiveness of Aggression Replacement Training used with juvenile delinquents in residential, community, and school settings. Conclusion: "With considerable reliability [ART] appears

to promote skills acquisition and performance, improve anger control, decrease the frequency of acting-out behaviors, and increase the frequency of constructive, prosocial behaviors."

Goldstein, A.P., & Glick, B. (1995). Artful research management: Problems, process and products. In B. Glick & A. P. Goldstein (Eds.), *Managing delinquency programs that work.* Laurel, MD: American Correctional Association.

A review of research on Aggression Replacement Training, with particular emphasis on problems that may arise, and solutions that may work, when one organizes and conducts an extended intervention evaluation program. Considered are matters of program planning, training, monitoring, supervision, maintenance of motivation, coordination of functions, data collection and analysis, and results dissemination.

Goldstein, A.P, Glick, B., Irwin, M.J., Pask-McCartney, C., & Rubama,1. (1989). *Reducing delinquency: Intervention in the community.* New York: Pergamon.

A description of the use of Aggression Replacement Training with 24 juvenile delinquent youth and, for a subsample, their families (parents and siblings). Results of this project indicated that on several criteria, including recidivism, administering the intervention to both the delinquent trainees and their family members yielded significantly greater skill generalization than did working with the youths only or with a wait-list control.

Contents: (1) Community-Based Intervention: A Review; (2) Aggression Replacement Training: Background and Procedures; (3) The Youth Program; (4) The Family Program; (5) Program Evaluation; (6) Administration of Community-Based Programs; (7) Future Perspectives

Goldstein, A.P, & Goedhart, A.W (1973). The use of Structured Learning for empathy enhancement in paraprofessional psychotherapist training. *Journal of Community Psychology;* I, 168-173.

EXPERIMENT I

Trainees: Student nurses (N=74)

Skill(s): Empathy

Experimental design: (1) Skillstreaming for empathy (professional trainers), (2) Skillstreaming for empathy (paraprofessional trainers), (3) no-training control

Results: Both Skillstreaming conditions significantly > no-training control on both immediate and generalization measures of empathy

EXPERIMENT II

Trainees: Hospital staff (nurses, attendants, occupational therapists, recreational therapists; N=90)

Skill(s): Empathy

Experimental design: (1) Skillstreaming plus transfer training for empathy, (2) Skillstreaming for empathy, (3) no-training control

Results: Significant Skillstreaming effect for immediate empathy measurement (Groups 1 and 2 > 3); significant transfer effect for generalization empathy measure (Group 1 > 2 and 3)

Goldstein, A.P, Goedhart, A., Hubben, J., Martens, J., Schaaf, W, Van Belle, H., & Wiersema, H. (1973). The use of modeling to increase independent behavior. *Behaviour Research and Therapy,* 11, 21-42.

EXPERIMENT I

Trainees: Psychiatric outpatients (all psychoneurotic or character disorders; N=90)

Skill(s): Independence (assertiveness)

Experimental design: (1) Independence modeling, (2) dependence modeling, (3) no modeling *Results:* Warm and no-structuring modeling conditions significantly > cold structuring and control on independence for males and females

Trainees: Psychiatric outpatients (all psychoneurotic or character disorders; N=GO)

Skill(s): Independence (assertiveness)

Experimental design: Independence modeling plus (I) structuring model as warm, (2) structuring model as cold, (3) no structuring of model by male versus female plus a no-structuring/no-modeling control

Results: Warm and no-structuring modeling conditions significantly > cold structuring and control on independence for males and females

Trainees: Psychiatric inpatients (all schizophrenic; N=54)

Skill(s): Independence (assertiveness)

Experimental design: Presence versus absence of independence modeling by presence versus absence of instructions to behave independently

Results: Significant main and interaction effects for modeling and instructions on independence as compared to no-modeling/no-instructions conditions

Goldstein, A.P, Goedhart, A.W, & Wijngaarden, H. R. (1973). Modeling in de psychotherpie bij patienten uit de lagere sociale klasse. In A.P Cassee, P .E. Boeke, & J.T. Barendregt (Eds.), *Klinische Psychologie in Nederland.* Deventer: Van Loghum Slaterus.

A presentation (in Dutch) of the origin, rationale, and current status of Skillstreaming. The particular usefulness of this approach with low-income Dutch and American patient populations is stressed.

Goldstein, A.P, Green, D.J., Monti, PJ., & Sardino, TJ. (1977). *Police crisis intervention.* New York: Pergamon.

An applied text oriented toward law enforcement and criminal justice personnel concerned with effective handling of diverse order maintenance and police service matters.

Contents: (1) Introduction; (2) Crisis Intervention Manual for Police; (3) Family Disputes; (4) Mental Disturbance;
(5) Drug and Alcohol Intoxication; (6) Rape; (7) Suicide; (8) A Method for Effective Training: Structured Learning; (9) Structured Learning Manual for Police Trainers

Goldstein, A.P, Hoyer, W, & Monti, PJ. (Eds.). (1979). Police *and the elderly.* New York: Pergamon.

The special needs and problems of elderly citizens as related to the role of police is the primary focus of this book. Among the topics addressed are means by which police, other criminal justice personnel, and the elderly themselves can assist in preventing crime against the elderly and minimizing its psychological import when it does occur. Use of Skillstreaming to train police in these roles is systematically presented.

Contents: (1) The Elderly: Who Are They? (2) Fear of Crime and the Elderly; (3) Minority Elderly; (4) Crime Prevention with Elderly Citizens; (5) Police Investigation with Elderly Citizens; (6) Assisting the Elderly Victim; (7) Training the Elderly in Mastery of the Environment; (8) Training Police for Work with the Elderly

Goldstein, A.P, & Pentz, M.A. (1984). Psychological skill training and the aggressive adolescent. School Psychology *Review, 13,* 311-323.

Reviews the history of psychological skills training and the evaluation research reported in the literature focused on the effectiveness of this method. Problems of trainee motivation, prescriptive utilization, and the facilitation of generalization are discussed.

Goldstein, A. P, & Sorcher, M. (1973). Changing managerial behavior by applied learning techniques. *Training arid Development Journal, March,* 36-39.

An examination of inadequacies characterizing most managerial training approaches, including the singular focus on attitude change rather than behavior change, unresponsiveness to changing characteristics of the

American work force, and insufficient attention to the implications of research on human learning for managerial training. The manner in which Skillstreaming seeks to correct these inadequacies and provide an effective approach to training managers is presented.

Goldstein, A.P, & Sorcher, M. (1974). *Changing supervisor behavior. New* York: Pergamon.

An applied presentation of Skillstreaming, oriented toward the teaching of supervisory skills, especially in industry. Relevant evaluative research in an industrial context is reported.

Contents: (1) Supervisor Training: Perspectives and Problems; (2) A Focus on Behavior; (3) Modeling; (4) Role-Playing; (5) Social Reinforcement; (fi) Transfer Training; (?) Applied Learning: Application and Evidence

Greenleaf, D. (1992). The use of programmed transfer of training and Structured Learning Therapy with disruptive adolescents in a school setting. *Journal of School Psychology, 20, 122-130.*

Trainees: Adolescent boys with history of disruptive behavior (N=43)

Skill(s): Helping others

Experimental design: Skillstreaming versus no Skillstreaming by transfer programming versus no transfer programming plus attention control

Results: Skillstreaming showed significantly greater skill acquisition, minimal generalization, and extended generalization than either no Skillstreaming or attention control. Transfer programming did not augment this significant transfer effect.

Gutride, M.E., Goldstein, A.P, & Hunter, G.(: (1973). The use of modeling and role playing to increase social interaction among schizophrenic patients. *Journal of Counseling and Clinical Psychology, 90, 408-415.*

Trainees: Psychiatric inpatients (all "asocial, withdrawn"; N=133)

Skill(s): Social interaction (an array of conversational and physical approach skill behaviors)

Experimental design: Skillstreaming versus no Skillstreaming by psychotherapy versus no psychotherapy by acute versus chronic

Results: A substantial number of significant interaction and main effects for Skillstreaming across several social interaction behavioral criteria

Gutride, M.E., Goldstein, A.P, & Hunter, G.F (1974). Structured Learning Therapy with transfer training for chronic inpatients. *Journal of Clinical Psychology; 30, 277-280.*

Trainees: Psychiatric inpatients (all "asocial, withdrawn"; *N=106)*

Skills):: Social interaction in a mealtime context

Experimental design: (1) Skillstreaming plus transfer training, *(2)* Skillstreaming plus additional Skillstreaming, *(3)* Skillstreaming, (4) companionship control, (5) no-treatment control

Results: A substantial number of significant effects for Skillstreaming across several social interaction behavioral criteria. Significant effects are mainly for Groups 1, 2, and *3* compared to the control conditions, rather than between the Skillstreaming conditions.

Guzzetta, R.A. (1974). *Acquisition and transfer of empathy by the parents of early adolescents through Structured Learning Training.* Unpublished doctoral dissertation, Syracuse University.

Trainees: Mothers of early adolescents *(N=37)*

Skill(s): Empathy

Experimental design: (1) Skillstreaming for empathy taught to mothers and their children together, *(2)* Skillstreaming
for empathy taught to mothers and their children separately, (3) Skillstreaming for empathy taught to mothers only, (4) no-training control

Results: All three Skillstreaming conditions showed significantly greater acquisition and transfer of empathy than did no-training control mothers. No significant difference existed between Skillstreaming conditions.

Hayman, P .M., & Weiss-Cassady, D. M. (1981). Structured Learning Therapy with mentally ill criminal offenders. *Journal of Offender Counseling, Services and Rehabilitation, 6,* 41-51.

Trainees: Mentally ill incarcerated offenders (N=22)

Skill(s): Social competency subset

Experimental design: A 12-session series of Skillstreaming meetings provided to six trainees. Pre-post changes compared to 16 no-treatment controls

Results: Treatment versus no-treatment significant differences on skill acquisition and on change measure of psychopathology

Healy, J.A. (1975). *Training of hospital staff in accurate effective perception of anger from vocal cues in the context of varying facial cues.* Unpublished master's thesis, Syracuse University.

Trainees: Nurses and attendants (N=44)

Skill(s): Recognition of vocal cues of anger

Experimental design: (1) Skillstreaming for vocal and facial cues, (2) Skillstreaming for vocal cues with exposure to but no training for facial cues, (3) Skillstreaming for vocal cues, (4) no-training control

Results: All Skillstreaming groups significantly > controls on vocal training and test cues; no significant generalization to new (untrained) vocal cues

Healy, J. A. (1979). *Structured Learning Therapy and the promotion of transfer of training through the employment of overleaming and stimulus variability.* Unpublished doctoral dissertation, Syracuse University.

Trainees: Unassertive adolescents in regular junior high school (N=84)

Skill(s): Assertiveness

Experimental design: A 3 x 2 plus control factorial design reflecting the presence versus absence of stimulus variability by three levels of overlearning, plus brief instructions control

Results: Significant effect for overlearning, not for stimulus variability

Hollander, TG. (1970). *The effects of role playing on attraction, disclosure, and attitude change in a psychotherapy analogue.* Unpublished doctoral dissertation, Syracuse University

Trainees: V .A. hospital psychiatric inpatients
(all males; N=45)

Skill(s): Attraction to the psychotherapist

Experimental design: Role-play versus exposure versus no-treatment control

Results: No significant role-playing effects for attraction or disclosure

Hoyer, W J., Lopez, M., & Goldstein, A.P (1982). Predicting social skill acquisition and transfer by psychogeriatric inpatients. *International Journal of Behavioral Geriatrics, 1, 43-46.*

Trainees: Elderly institutionalized psychiatric patients (N=47)

Skill(s): Social competency subset

Experimental design: A multiple regression analysis examining several potential predictors of skill acquisition and competence consequent to participation in a series of Skillstreaming sessions

Results: Mental status measures were the best predictors of skill acquisition. Mental status combined with trait anxiety were the best predictors of skill maintenance.

Hummel, J. (1979). *Session variability and skill content as transfer enhancers in Structured Learning training.* Unpublished doctoral dissertation, Syracuse University

Trainees: Aggressive preadolescents (N=47)

Skill(s): Self-control, negotiation

Experimental design: Ski llstreaming-variable conditions versus Skillstreaming-constant conditions by self-control skill versus negotiation skill versus both

Results: Skillstreaming-variable conditions significantly > Skillstreaming-constant conditions on both acquisition and transfer dependent measures across both skills singly and combined

Jennings, R.L., & Davis, C.G. (1977). Attraction enhancing client behaviors: A structured learning approach for "Non Yavis, Jr." *Journal of Consulting and Clinical Psychology;* 45, 135-144.

Trainees: Emotionally disturbed lower socioeconomic children and adolescents (N=40)

Skill(s): Interviewee behaviors (initiation, terminating silences, elaboration, and expression of affect)

Experimental design: (I) Skillstreaming for interviewee behaviors versus (2) minimal treatment control in a 2 x 2 x 4 factorial design reflecting (a) repeated measures, (b) treatments, and (c) interviewers

Results: Skillstreaming significantly > minimal treatment control on interview initiation and terminating silences. No significant effects on interview elaboration or expression of affect. Skillstreaming significantly > minimal treatment control on attractiveness to interviewer on portion of study measures.

Jones, Y (1990). *Aggression Replacement Training in o high school setting.* Unpublished manuscript, Center for Learning & Adjustment Difficulties, Brisbane, Australia.

Trainees: Chronically aggressive high-school age male students (N=45)

Skill(s): Self-control and aggression management subset

Experimental design: Compared (1) Aggression Replacement Training, (2) Moral Education, and (3) no-training control

Results: Compared to the two control conditions, students completing the Aggression Replacement Training program showed a significant decrease in aggressive incidents, a significant increase in coping incidents, and acquired more

social skills. Students in Condition 1 also improved on self-control and impulsivity.

Lack, D. Z. (1971). *The effect of a model and instructions on psychotherapist self-disclosure.* Unpublished master's thesis, Syracuse University.

Trainees: Mental hospital attendants (N=60)

Skill(s): Self-disclosure

Experimental design: Presence versus absence of modeled self-disclosure by presence versus absence of instructions to self-disclose

Results: Significant modeling and instruction effects for self-disclosure

Lack, D.Z. (1975). *Problem-solving training, Structured Learning training, and didactic instruction in the preparation of paraprofessional mental health personnel for the utilization of contingency management techniques.* Unpublished doctoral dissertation, Syracuse University.

Trainees: Nurses and attendants (N=50)

Skills):.: Contingency management

Experimental design: Skillstreaming for problem solving and contingency management versus Skillstreaming for contingency management by instruction for problem solving and contingency management versus instruction for contingency management plus no-training control

Results: Significant Skillstreaming effects for problem solving

Leeman, L.W, Gibbs, J.C., Fuller, D., & Potter, G. (1991). Evaluation of a multi-component treatment program for juvenile delinquents. *Aggressive Behavior, 19,* 281-292.

Trainees: Incarcerated male juvenile offenders (N=57)

Skill(s): Interpersonal and self-management

Experimental design: Compared (1) EQUIP program (positive peer culture, Aggression Replacement Training, and means to correct disordered criminal thinking), (2) motivational control group, and (3) no-training control group

Results: EQUIP > both control groups on such institutional behaviors as self-reported misconduct, staff-field incident reports, unexcused absences from school, and recidivism rate at both 1-month and I-year follow-up

Liberman, B. (1970). *The effect of modeling procedures on attraction and disclosure in a psychotherapy analogue.* Unpublished doctoral dissertation, Syracuse University

   Trainees: Alcoholic inpatients (N=84, all males)

   Skill(s): Self-disclosure; attraction to the psychotherapist

   Experimental design: High versus low modeled self-disclosure by high versus low modeled attraction plus neutral-
tape and no-tape controls

   Results: Significant modeling effect for self-disclosure; no modeling effect for attraction

Litwak, S. E. (1977). *The use of the helper therapy principle to increase therapeutic effectiveness and reduce therapeutic resistance: Structured Learning Therapy with resistant adolescents.* Unpublished doctoral dissertation, Syracuse University.

   Trainees: Junior high school students (N=48)

   Skill(s): Following instructions

   Experimental design: (1) Skillstreaming for following instructions-trainees anticipate serving as Skillstreaming trainers and (2) Skillstreaming for following instructions-no trainee anticipation of serving as trainers versus (3) no-treatment control by three parallel conditions involving a skill target not concerned with resistance reduction (i.e., expressing
a compliment)

   Results: Group 1 significantly > Group 2 significantly >
Group 3 on both skills on immediate posttest and transfer measures

Lopez, M.A. (1974). *The influence of vocal and facial cue training on the identification of affect communicated via paralinguistic cues.* Unpublished master's thesis, Syracuse University

   Trainees: Nurses and attendants (N=52)

   Skill(s): Recognition of vocal cues of depression

Experimental design: (1) Skillstreaming for vocal and facial *cues, (2)* Skillstreaming for facial cues, (3) Skillstreaming for vocal cues, (4) no-training control.

Results: Skillstreaming for vocal cues plus either facial cue training (Group 1) or Skillstreaming for facial cues (Group 2) significantly > Skillstreaming for vocal cues (Group 3) or no-training control (Group 4) on posttest and generalization criteria

Lopez, M.A., Hoyer, W, & Goldstein, A.P (1979). *Effects of overlearning and incentive on the acquisition and transfer of interpersonal skills with institutionalized elderly patients.* Unpublished manuscript, Syracuse University.

Trainees: Elderly inpatients in state hospital (N=56)

Skill(s): Starting a conversation

Experimental design: Skillstreaming plus high versus moderate versus low overlearning by presence versus absence of material reinforcement

Results: Significant skill acquisition effect across Skillstreaming conditions; significant transfer enhancement effect for both overlearning and concrete reinforcement

Magaro, P, & West, A. N. (1983). Structured Learning Therapy: A study with chronic psychiatric patients and levels of pathology. *Behavior Modification, 7,* 29-40.

Trainees: Adult, chronic psychiatric patients (N=38)

Skill(s): A graded series of 20 Skillstreaming skills, from starting a conversation to self-control and decision making

Experimental design: Six-month course of Skillstreaming provided to eight patient groups. Grouping based on initial skill levels.

Results: Pre-post comparisons revealed general increase in skill competence across groups, with greatest gains among patients categorized with paranoid or disorganized features.

McGinnis, E. (1985). Skillstreaming: Teaching social skills to children with behavioral disorders. *Teaching Exceptional Children, 17,* 160-167.

A description of the procedures, curriculum, and modifications in the Skillstreaming approach as applied to behavior disordered elementary-age children.

McGinnis, E., & Goldstein, A.P (1984). *Skillstreaming the elementary school child: A guide for teaching prosocial skills.* Champaign, IL: Research Press.

A practitioner-oriented trainer's manual presenting the background, procedures, materials, and measures necessary to successfully organize and effectively manage Skillstreaming groups for elementary-age children.

Contents: (1) Introduction; (2) Components of Structured Learning; (3) Assessment for Selection and Grouping; (4) Beginning a Structured Learning Group; (5) Conducting a Structured Learning Group; (6) Prosocial Skills; (7) Structured Learning in Use; (8) Suggestions for Use; (9) Managing Behavior Problems

McGinnis, E., & Goldstein, A.P (1990). *Skillstreaming in early childhood. Teaching prosocial skills to the preschool and kindergarten child.* Champaign, IL: Reseach Press.

A presentation of procedures and materials needed to initiate and carry out successful Skillstreaming instruction with children ages 3 to 6.

Contents: (1) Introduction; (2) Components of Skillstreaming; (3) Identifying and Evaluating Children for Skillstreaming; (4) Planning and Beginning Skillstreaming Instruction;' (5) Implementing Skillstreaming Instruction; (6) Prosocial Skills; (7) Managing Behavior Problems

Miller, M.C. (1992). Student and teacher perceptions related to behavior change after Skillstreaming training. *Behavior Disorders, 17,* 271-295.

Trainees: Behavior-disordered adolescents (N=70)

Skill(s): Several Skillstreaming skills

Experimental design: Pre-post comparisons of skill competence as perceived by trainees and by their teachers

Results: Substantial effects as a function of Skillstreaming as rated by the trainees' teachers; absence of such effects in trainee's own ratings

Miron, M., & Goldstein, A.P (1978). *Hostage.* New York: Pergamon.

An applied presentation oriented toward law enforcement and criminal justice personnel concerned with hostage and terrorism situations.

Contents: (1) Introduction; (2) The Cotton Case; (3) The Kiritsis Case; (4) The Hanafi Muslim Case; (5) The Hearst Case; (6) The Media, "Shrinks," and Other Civilians; (7) Hostage Negotiation Procedures; (8) A Method for Effective Training: Skillstreaming; (9) Skillstreaming Manual for Police Trainers

Moses, J. (May, 1974). *Supervisory relationship training: A new approach to supervisory training, results of evaluation research.* New York: AT&T Human Resources Development Department.

Trainees: Supervisor trainees (N=183)

Skill(s): Effective management of an array of supervisorsupervisee relationship problems involving discrimination, absenteeism, and theft

Experimental design: Skillstreaming for supervisory relationship skills versus no training

Results: Trained supervisors significantly > untrained supervisors on all behavioral and questionnaire criteria

Muris, P, Heldens, H., & Schreurs, L. (1992). Goldstein training for children in special needs education. *Kind en Adolescent,* 13, 193-198.

A case study report of the impressionistically successful use of Skillstreaming with four mentally retarded Dutch adolescents.

O'Brien, D. (1977). *Trainer-trainee FIRO-B compatibility as a determinant of certain process events in Structured Learning Therapy.* Unpublished master's thesis, Syracuse University.

Trainees: Nurses and attendants at state mental hospital (N=6U)

Skill(s): Structured Learning trainer group leadership behaviors vis a vis low affection (actor) trainees

Experimental design.' Trainers with high versus low originator compatibility for FIRO-B control by compatible or incompatible trainees; also, trainers with high versus
low originator compatibility for FIRO-B affection by
compatible or incompatible trainees

Results: No significant between-trainer effects. No significant trainer by trainee effects. Trainers more competent but less warm with cold, versus neutral, trainees.

Orenstein, R. (1969). *The influence of self-esteem on modeling behavior in a psychotherapy analogue.* Unpublished master's thesis, Syracuse University

Trainees: University undergraduates (all females; N=80)

Skill(s): Attraction to the psychotherapist

Experimental design: High versus low modeled attraction by high versus low subject self-esteem

Results: Significant modeling effect for attraction; no modeling effect for self-esteem. Subjects viewing a high attraction model were also significantly more willing to disclose, as were high self-esteem subjects. Low selfesteem subjects were significantly easier to persuade.

Orenstein, R. (1973). *Effect of training patients to locus on their feelings on level of experiencing in a subsequent interview.* Unpublished doctoral dissertation, Syracuse University.

Trainees: Psychiatric inpatients (all female; N=75)

Skill(s): Focusing (ability to be aware of one's own affective experiencing)

Experimental design: (1) Skillstreaming for focusing, (2) focusing manual, (3) brief instruction for focusing, (4) attention control, (5) no-treatment control

Results: No significant between-group differences in focusing ability

Perry, M.A. (1970). *Didactic instructions for and modeling of empathy.* Unpublished doctoral dissertation, Syracuse University.

   Trainees: Clergy (all male; N=66)

   Skills):: Empathy

   Experimental design: High empathy modeling versus low empathy modeling versus no modeling by presence versus absence of instructions to be empathic

   Results: Significant modeling effect for empathy. No significant instructions or interaction effects for empathy.

Perry, M.A. (1976). *Structured Learning Therapy for skill training of mentally retarded children.* Unpublished manuscript, University of Washington, Seattle.

   Trainees: Mildly and moderately retarded halfway house residents (N=36)

   Skills):: Social interaction skills

   Experimental design: Skillstreaming for social interaction skills versus attention control versus no-treatment control

   Results: Skillstreaming significantly > controls on mealtime social interaction skills

Raleigh, R. (1977). *Individual versus group Structured Learning Therapy for assertiveness training with senior and junior high school students.* Unpublished doctoral dissertation, Syracuse University.

   Trainees: Senior and junior high school students (N=80)

   Skills):: Assertiveness

   Experimental design: Individual versus group Skillstreaming by senior versus junior high school student trainees plus attention control and no-treatment control

   Results: Skillstreaming in groups significantly > all other Skillstreaming and control conditions on assertiveness on both acquisition and transfer criteria

Reed, M.K. (1994). Social skills training to reduce depression in adolescents. *Adolescence, 29,* 293-302.

   Trainees: Seriously depressed adolescents (N=10)

Skill(s): Social competency, self-evaluation, affective expression

Experimental design: Skillstreaming versus no-training control plus male or female

Results: Both immediate and sustained reduction in depression for male trainees, but not for females

Robertson, B. *(1978). The effects of Structured Learning trainers' need to control on their group leadership behavior with aggressive and withdrawn trainees.* Unpublished master's thesis, Syracuse University.

Trainees: Nurses and attendants at state mental hospital (N=60)

Skill(s): Skillstreaming trainer group leadership behaviors

Experimental design: Trainers high or low on need to control in interpersonal contexts versus controlling or cooperative actor trainees

Results: Trainers high on need to control significantly > competence with actively resistant trainees than trainers low on need to control. High need to control trainers significantly > attraction to actively resistive than to neutral trainees.

Robinson, R. *(1973). Evaluation of a Structured Learning empathy training program for lower socioeconomic status home-aide trainees.* Unpublished master's thesis, Syracuse University.

Trainees: Home-aide trainees *(N=29)*

Skill(s): Empathy

Experimental design: (1) Skillstreaming for empathy, (2) didactic training of empathy, *(3)* no-treatment control

Results: Skillstreaming > didactic training or no-treatment control on immediate posttest and generalization measures of empathy

Rosenthal, *N. (1975). Matching counselor trainees' conceptual level and training approaches: A study in the acquisition and enhancement of confrontation skills.* Unpublished doctoral dissertation, Syracuse University

Trainees: Counselor trainees (N=60) Skill(s): Confrontation (ability to point out to clients discrepancies in the verbal and/or nonverbal contents of their statements) *Experimental design:* Skillstreaming for confrontation, training conducted by a trainer in "standard" Skillstreaming groups versus Skillstreaming for confrontation, self-instructional training format, by high versus low conceptual level trainees, plus attention control *Results:* Significant interaction effects on confrontation skill for type of Skillstreaming (leader-led versus selfinstructional) by conceptual level (high versus low). Skillstreaming (both types) > attention control on confrontation skill.

Sasso, G.M., Melloy, K.J., & Kavale, K. (1990). Generalization, maintenance, and behavioral covariation associated with social skills training through Structured Learning. *Behavioral Disorders, 16, 9-22.* Three students with behavior disorders ranging in age from 8 to 13 years old participated in this study. All three were in a self-contained special education classroom (training setting) and were mainstreamed into at least one general education class (generalization setting). Before, during, and after an 8-week course of Skillstreaming, both they and three peers in the regular class were observed across target skill behaviors. All three trainees exhibited increases in three skill behaviors in the training setting during the program. Two of the three maintained these levels over a 10- to 20-week follow-up period in the training setting and in the mainstream setting. The third did so for only one of the trained skills. Despite these successful outcome data, the prosocial behavior of all three subjects remained significantly below that of their peers in the regular class.

Schneiman, R. *(1972). An evaluation of Structured Learning and didactic learning as methods of training behavior modification skills to lower and middle socioeconomic level teacher-aides.* Unpublished doctoral dissertation, Syracuse University.

Sorcher, M., & Goldstein, A.P (1973). A behavior modeling approach in training. *Personnel Administration, 35,* 35-41.

An overview of the nature and potential impact of Skillstreaming in an industrial context. Topics examined include the need for a concrete, behavioral training focus; the basis for the choice of modeling, role-playing, social reinforcement, and transfer training as the components of this behavioral approach; and a brief example of how these procedures are utilized.

Sprafkin, R.P., Gershaw, N.J., & Goldstein, A.P (1978). Teaching interpersonal skills to psychiatric outpatients: Using Structured Learning Therapy in a community-based setting. *Journal of Rehabilitation, 99,* 26-29.

A presentation of the rationale, procedures, and materials of Structured Learning Therapy. Its potential rehabilitative usefulness in fostering effective and satisfying community functioning is stressed.

Sprafkin, R.P, Gershaw, N.J., & Goldstein, A.P (1980). Skill training for the disruptive adolescent. *Directive Teacher, 13,* 14-19.

Skills training in general, and the Skillstreaming method in particular, is offered as a viable means for reducing the disruptive behaviors displayed by many adolescents in school and other settings.

Sprafkin, R.P, Gershaw, N.J., & Goldstein, A.P (1981). Structured Learning Therapy: A skill training approach to social competence. In D. P. Rathjen & J. Foreyt (Eds.), *Social competence: Interventions for children and adults.* New York: Pergamon.

A presentation of the Skillstreaming approach to enhancing the social competence of both typical and atypical adolescents. The value of a psychoeducational strategy for this purpose is described, as are the Skillstreaming procedures and curriculum.

Sprafkin, R. P, Gershaw, N.J., & Goldstein, A.P (1985). Structured Learning: Its cross cultural roots and implications. In P Pedersen (Ed.), *Handbook of cross cultural counseling.* Fairfield, CT: Greenwood.

A description of the Skillstreaming method, curriculum, and evaluation research, with special emphasis on program relevance for and applicability to low-income trainee populations.

Sprafkin, R.P, Gershaw, N.J., & Goldstein, A.P (1993). *Social skills for mental health: A Structured Learning approach.* Boston: Allyn & Bacon.

A description of the use of Skillstreaming with chronic adult mental patients, with emphasis on their preparation via this intervention for functional living in the community and in other noninstitutional settings.

Contents: (1) Introduction: The Skill-Deficient Client; (2) Structured Learning: Background and Development; (3) Structured Learning: Implementation Procedures; (4) Structured Learning Skills; (5) Managing Problematic Behaviors; (6) Structured Learning in Use

Sprafkin, R.P, & Goldstein, A.P (1990). Behavior modeling. In S.S. Dubin (Ed.), *Models of professional updating.* San Francisco: Jossey Bass.

Describes the Skillstreaming method and the wide range of trainees with whom it has been used. Emphasis in this chapter is on the program's utility in enhancing the competence and range of capabilities of various change agent trainees.

Stumphauzer, J.C. (1985). School programs: Staying in school and learning to learn. Child *and Youth Services, 8,* 137-146.

A review of delinquency prevention programs, including behavioral contracting, truancy control, parent training, vandalism reduction, school consultation, and Skillstreaming.

Sturm, D. (1980). *Therapist aggression tolerance and dependency tolerance under standardized client conditions of hostility and dependency.* Unpublished master's thesis, Syracuse University.

Trainees: Parent aides employed at child abuse agency (N=28)

Skills):: Skillstreaming leadership skills

Experimental design: Two 2 x 2 factorial analyses: (1) high versus low hostile actor-clients by high versus low aggression tolerance aides, and (2) high versus low dependent actor-clients by high versus low dependency tolerance aides

Results: Significant hostile actor x aide tolerance effect; no dependency effects

Sutton, K. *(1970). Effects of modeled empathy and structured social class upon level of therapist displayed empathy.* Unpublished master's thesis, Syracuse University *Trainees:* Attendants (N=60) Skills):: Empathy

Experimental design: High versus low modeled empathy by high versus low structured social class

Results: Significant effect for modeled empathy on immediate but not generalization measurement. No significant social class structuring or interaction effects.

Sutton-Simon, K. *(1974). The effects of two types of modeling and rehearsal procedures upon schizophrenics'social skill behavior.* Unpublished doctoral dissertation, Syracuse University

Trainees: Psychiatric inpatients (all male, all schizophrenic; N=83) Skill(s): Social interaction behaviors *Experimental design: (1)* Skillstreaming with behavioral and
cognitive models, (2) Skillstreaming with behavioral models, (3) Skillstreaming with cognitive models, (4) attention control, (5) no-treatment control *Results:* No significant between-condition differences

Swanstrom, C. R. *(1978). An examination of Structured Learning Therapy and the helper therapy principle in teaching a self-control strategy to school children with conduct problems.* Unpublished doctoral dissertation, Syracuse University.

Trainees: Elementary school children with acting-out problems (30 boys, 11 girls; N=41)

Skill(s): Self-control

Experimental design: Skillstreaming versus structured discussion by helper experience versus helper structuring versus no helper role plus brief instructions control

Results: Skillstreaming and structured discussion significantly > control on self-control acquisition. No significant transfer or helper role effects.

Trief, P'. *(1977). The reduction of egocentrism in actingout adolescents by Structured Learning Therapy.* Unpublished doctoral dissertation, Syracuse University.

Trainees: Adolescent boys with history of acting-out behaviors (N=58)

Skill(s): Perspective-taking, cooperation

Experimental design: Presence versus absence of Skillstreaming for affective perspective taking by presence versus absence of Skillstreaming for cognitive perspective taking plus no-treatment control

Results: All Skillstreaming groups significantly > controls on perspective-taking acquisition. Skillstreaming plus both affective and cognitive perspective-taking training significantly > controls on generalization criteria.

Walsh, W G. *(1971). The effects of conformity pressure and modeling on the attraction of hospitalized patients toward an interviewer.* Unpublished doctoral dissertation, Syracuse University.

Trainees: Psychiatric inpatients (all female, mostly schizophrenic; N=60)

Skill(s): Attraction

Experimental design: Presence versus absence of high attraction modeling by presence versus absence of high attraction conformity pressure plus no-treatment control

Results: Significant main and interaction effects for modeling and conformity pressure on attraction. No significant generalization effect.

Wiken, J.P (1988). Sheltered homes: A new field for clinical psychologists? Psycholoog, 23, 301-304.

Discusses the emerging role of clinical psychologists as diagnosticians and trainers for approaches such as Skillstreaming in sheltered homes, community placement locations increasingly being used for mental patients in the Netherlands.

Wood, M.A. (1977). *Acquisition and transfer of assertiveness in passive and aggressive adolescents through the use of Structured Learning Therapy.* Unpublished doctoral dissertation, Syracuse University

Trainees: Ninth-grade students (N=74)

Skill(s): Assertiveness

Experimental design: Skillstreaming led by (1) teacher, (2) parent, or (3) student trainers by (1) passive or (2) aggressive trainees plus brief instructions control

Results: All Skillstreaming groups significantly > control on assertiveness criteria and on acquisition and transfer criteria. Skillstreaming-teacher trainer > Skillstreamingstudent trainer > Skillstreaming-parent trainer on acquisition and minimal transfer criteria.