

ABSTRACT

MAINTENANCE OF SOCIAL SKILLS TRAINING OF EARLY ELEMENTARY STUDENTS

Social skills are considered to be an important foundation for successful interpersonal relationships. The lack of appropriate social skills often leads to rejection and neglect by peers, teachers, and other significant individuals. Social skills training programs are considered to be an effective vehicle to teach prosocial behaviors. A common criticism of social skills training is the lack of follow-up studies to investigate if the effects of such training are generalized to other settings as well as maintained over time. The purpose of this study was to examine whether the effects of social skills training of 15 kindergarten through second-grade children were generalized and maintained over time. The follow-up study used data from a social skills training project located in the Central Valley of California. Data from teacher ratings from pretest, posttest, and 1-year follow-up ratings were compared to determine whether the effects of social skills training were maintained and generalized over time.

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