

ABSTRACT

A FOLLOW-UP ANALYSIS OF SOCIAL SKILLS TRAINING

Children who exhibit deficits in social skills are at-risk for a variety of negative outcomes. Social skills training seeks to remediate deficits by equipping children with necessary skills and practice for appropriate social functioning. Research has noted short-term effects, but generalization to nontreatment settings and maintenance of treatment outcomes have proven difficult to achieve. The current study evaluated the outcomes of a social skills training program that has been implemented in a school district in California. Follow-up data were collected through teacher ratings for fourth, fifth, and sixth graders who participated in the intervention while in the primary grades. Adaptive behaviors were improved at posttesting and maintained at follow-up. Students who participated in the intervention, who were screened for the intervention, and normally functioning peers differed on outcomes at follow-up by behavior type. Implications for future research and practice are discussed.

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