

UNIVERSIDADE FEDERAL DE SÃO CARLOS

Grupo de Pesquisa Relações Interpessoais e Habilidades Sociais



## International Meeting on Social Skills

22 a 25 de outubro de 2007



[www.rihs.ufscar.br](http://www.rihs.ufscar.br)

APOIO:



Departamento de Psicologia  
Laboratório de Interação Social (LIS)  
Grupo de Pesquisa RIHS

Via Washington Luiz, km 235  
CEP 13565-905 - Fone 33518447

The **Interpersonal Relations and Social Skills Group (RIHS)** (<http://www.rihs.ufscar.br>), from UFSCar and ANPEPP's Work Group – **Interpersonal Relations and Social Competence** (<http://www.anpepp.org.br>) – both led by Professor Dr. **Zilda A. P. Del Prette** and Professor Dr. **Almir Del Prette** - is promoting gladly some activities about social skills for the academic community from **UFSCar** and for the participants of the Annual Meeting of Brazilian Psychology Society in 2007.

These activities include the coming of **Professor Frank M. Gresham (PhD)**, from Louisiana State University, and the 1<sup>st</sup> **International Meeting on Social Skills** (Grants from FAPESP – Process nr. 2006/07017-2; Scholarship by PROEX/UFSCar and Sponsored by PPGEEs/UFSCar).



Prof. Dr. Gresham runs researches on **social skills** and studies at schools (consultation to children and youth experiencing academic and social behavioral difficulties) involving decision making based on problem-solving model. His interest in **social skills evaluation and training** is directed at children at-risk for emotional and behavioral disorders as well as the use of applied behavior analytic strategies for teaching positive replacement behaviors for those children. He also works in the field of psychometrics (development and construction), being the co-author of the ***Social Skills Rating System***, a multirater scale of social skills and competing problem behaviors widely used and already translated and adapted for different countries, including Brazil (Bandeira, Magalhães, Del Prette & Del Prette, s.d.), which allows the evaluation of social skills, social competence and behavioral disorders. Moreover, he does intervention researches in the field of Special Education, and services related to learning disabilities and emotionally disturbance in childhood. Dr. Gresham has a wide academic production of articles, books and chapters in the Psychology Social Skills area, being recognized through several titles and the fellowships to the main scientific societies.

Dr. Gresham will be presenting the advances of the social skills area in the United States of America– particularly those from his research group– and getting in touch with the different projects that are being carried out in this area by Brazilian researchers, specially those from RIHS Group and ANPEPP Group. The main goal of these activities is the academic update and the scientific exchange aiming to new projects and partnerships between the researches groups from Brazil and from the United States of America in the Social Skills area.

## INTERNATIONAL MEETING ON SOCIAL SKILLS

### Organization Committee

Ana Carolina Braz

Bárbara Carvalho Ferreira

Daniele Carolina Lopes

Lucas Cordeiro de Freitas

### Researchers from ANPEPP' s Group (represented in the event)

Alessandra Bolsoni-Silva (UNESP-Bauru – SP)

Almir Del Prette (UFSCar – SP))

Eliane Gerk (UNESA-RJ)

Marina Bandeira (UFSJ – MG)

Sheila G. Murta (UCG – GO)

Sonia Regina Loureiro (USP – SP)

Zilda A. P. Del Prette (UFSCar – SP)

## PROGRAM SCHEDULE

At UFSCar – October 22<sup>nd</sup> to 25<sup>th</sup>, 2007

10/22/07 - Dr. Gresham presentation to teachers from Psychology Department and RIHS/UFSCar group.

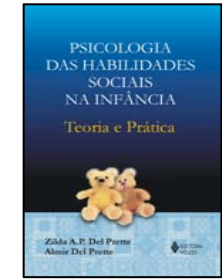
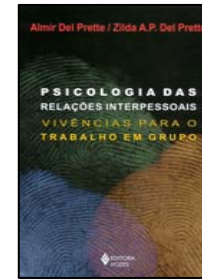
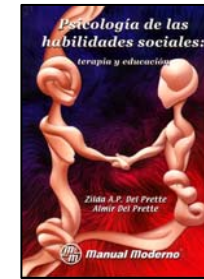
10/23/07 – International Meeting on Social Skills

9:00 am to 12:00 - Conference: **Social Skills Evaluation and Training** (at Anfiteatro Bento Prado – UFSCar)

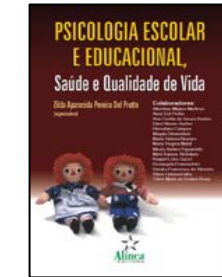
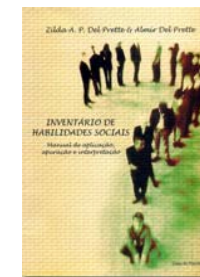
02:00 pm to 06:00 pm – **Presentation and discussion** about social skills projects from the Interpersonal Relations and Social Skills Group (at Anfiteatro Bento Prado – UFSCar)

10/24/07 – **Discussion** with the Interpersonal Relations and Social Skills Group about current projects and future research directions (Laboratory of Social - LIS).

10/25/07 – **Discussion** with the coordinators of the Interpersonal Relations and Social Skills Group about current projects (Laboratório de Interação Social - LIS).



## ABSTRACTS



## Area: Psychometrics

### Psychometric indicators of the Social Skills Inventory (IHS) in the diagnosis of social phobia

Antonio Paulo Angélico<sup>1</sup>, José Alexandre de S. Crippa<sup>1</sup>; Sonia

Regina Loureiro<sup>1</sup>

<sup>1</sup> *Departamento de Neurologia, Psiquiatria e Psicologia Médica/ Faculdade de Medicina de Ribeirão Preto – Universidade de São Paulo*

This work aimed to test the psychometric properties of the Social Skills Inventory as a measure of behavioral repertoire of social skills in relation to the evaluation of the clinical manifestations that are typical of social phobia, measured by the Social Phobia Inventory (SPIN), in a sample of university students. IHS showed good internal consistency for the total score, which reinforces its construct validity. Good concurrent validity between IHS and SPIN was observed, with highly significant negative correlation coefficient between them, indicating that the more elaborate one's social skill repertoire is, the smaller the probability is that he or she will meet social phobia indicators tracking criteria. Significant difference was observed in the average IHS scores for the social phobia case and non-case groups, which also differed significantly from each other for all the factors composing the instrument. IHS showed to distinguish significantly individuals with and without social phobia, evaluated by the Structured Clinical Interview (SCID-IV/DSM-IV), attesting, thus, its discriminating and predictive validities for this diagnosis. These results point to the relation among social skills, social functioning and social phobia symptoms.

### Multimedia Resources in the social skills promotion in learning difficulties children

Daniele Carolina Lopes<sup>1</sup>; Zilda A.P. Del Prette<sup>1</sup>

<sup>1</sup> *Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)*

Learning difficulties are understood as those presented or noticed in the moment of the child's entrance in the formal teaching that they result in school failure. Several researches showed the relation between social skills and learning difficulty, evidencing that children with such difficulties possess a more deficient repertoire of social skills and that intervention programs improve the academic acting. The objective of the project is to evaluate, under an experimental design, the effectiveness of a program of Social Skills Training, in alteration terms in the social and academic repertoire, that it has as base of the procedure the use of the videos of the Social Skills for Children Multimedia System, still not tested empirically. The participants will be 20 children with difficulties learning disposed, randomly, among the Control and Experimental Groups. All children will be evaluated through SSRS-BR in the three versions, in the pre and post intervention. The Experimental Group will receive the intervention program with the 21 videos of the Multimedia System. During the training, all of the children will be appraised continually through roll-play brief for each one of the classes of social skills. The treatment of data will be accomplished through descriptive and inferential statistics.

**Keywords:** multimedia; educational interventional; social skills; learning difficulties

**Scholarship:** CNPq

## Learning Disabilities and Relationship between Teacher and Student: a research under the approach of Academic Social Skills

Vivian Fumo<sup>1</sup>; Almir Del Prette<sup>1</sup>

*<sup>1</sup> Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)*

In this study, it's emphasized the relationship between teacher and student and the role of Academic Social Skills in academic performance. Studies show qualitative differences in the pattern of social interactions established by children with and without learning disabilities with their teacher. However, due to small numbers of participants, those results might not be generalized. This study's objective is to identify, in an extended sample of participants, the types of Academic Social Skills shown by children with and without learning disabilities and to analyze how these social skills may influence the social interaction between students and their teachers. 80 students from first to fourth grades, attending to Public Elementary Schools and their teachers will take part in this research. The students with and without learning disabilities will be selected according to their teacher's evaluation. In order to collect the data about relationship between teacher and student, there will be shots of the classroom's natural environment. The children's pattern of social skills will be evaluated using the Social Skills Rating System (SSRS-BR). The shots will be analyzed by judges. The data analysis will include descriptive and inferential statistics. The SSRS-BR's results will be analyzed according to criteria established by instrument.

**Key words:** Relationship between teacher and Student; Social Skills; Academic Social Skills; Learning Disabilities; Special Education

## Discriminative validity of the Social Skills Rating System (SSRS-Br)

Lucas Cordeiro Freitas<sup>1</sup>; Zilda A.P. Del Prette<sup>1</sup>

*<sup>1</sup> Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)*

The present research is proceeding to the analysis of the psychometrics qualities of SSRS-BR (a Brazilian version) and aimed to test its discriminative validity. The capacity of the instrument in detecting significant differences of social skills, behavior problems and academic competence was confirmed by comparing the groups of children with and without mental deficiency. We compare two samples: (1) 496 students from public and private schools of elementary education of five cities of four Brazilian states (MG, PR, SP and RJ), without indicative of mental deficiency and an age average of 8,75 years (s.d.=1,74); (2) 84 children with mild, moderate or unspecific mental deficiency, students of a special school of our city, with ages between eight and 14 years (M=11,64; s.d.=1,47). The teachers also participated as informants. In all the global scales and the most of the subscales, the instruments of self-evaluation and teachers' evaluation, the SSRS-BR was sensible to differentiate children with and without mental deficiency in terms of social skills, behavior problems and academic competence. The detected differences ran in the same direction of those pointed by studies found in literature, what confers validity to the measure used in this study.

**Scholarship:** FAPESP

**Social Skills evaluation of psychology undergraduate students: Comparison  
between observational and scale measures**

Marina Bandeira<sup>1</sup>; Diego Costa Lima<sup>2</sup>; Yane Cerqueira de Sá<sup>2</sup>

<sup>1</sup> *Pesquisadora da Universidade Federal de São João Del Rei (UFSJ)*

<sup>2</sup> *Estagiários Universidade Federal de São João Del Rei (UFSJ)*

Since social skills are important for professional performance, specially in the case of psychologists, this research aims to evaluate those skills in Psychology students, based in different observational and scale measures. A sample of 80 psychology students, 52,5% from the beginning and 47,5% from the end of the course, participated in this research. The sample was composed of 26,3% of men and 73,8% of women, with average age of 21,9 years old. Subjects participated, with trained confederates, in 6 role play situations requiring daily social skills of giving and receiving compliments, defending their rights, refusing unreasonable requests, giving and receiving criticisms. They also answered IHS social skills scale and assertiveness Rathus scale. After each situation, subjects evaluated themselves using a 5 points Likert scale (1=very incompetent and 5 = very competent), which was also used by an independent observer. The research steps implemented are: elaboration of the confederate speeches for role play interactions, scenario construction for each situation, selection of subjects and recording of their performances. The subject's recordings are being submitted to a transcription process. Two observers are presently being trained to make systematic observation of frequency and duration of the subject's verbal and non-verbal behaviors in each situation.

**Keywords:** social skills; role play situations; undergraduate psychologist students; measures instruments.

**Area: Learning Problems**

**Educative Social Skills' analysis of teacher and student interaction**

Carina Manolio<sup>1</sup>; Almir Del Prette<sup>1</sup>

<sup>1</sup> *Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)*

The present study intends to analyze, in an extended sample, the frequency and the quality of different standards of interaction established by teachers with their students, comparing those with learning disabilities to the ones without it. Participants will be 20 teachers from Elementary School in interaction with their pupils. It will be requested to the teachers to indicate six students present better performance, worse performance, better notes, worse notes, "messier", the more disciplined, those seen as the ones with better peer relationships, and the ones that do not become so well related with their colleagues. From these, the first four ones will be chosen those appearing in both (a) best performance and best grades; (b) worst performance and worse notes. Instruments used: 1) Instrument of socioeconomic evaluation ("Critério Brazil"); 2) a Protocol for teacher's characterization; 3) a Protocol of task description for the teacher and 4) a Protocol of filming observation. The research will use the descriptive method and systematic observations design by filming social interactions in classroom. Teachers will answer the Instrument of socioeconomic evaluation and the protocol of characterization.

**Key words:** teacher-student interaction; educative social skills; social skills; learning problems

## Area: Behavioral Problems

### Educational Social Skills: evaluation and intervention studies with parents and teachers to prevent behavior problems

Alessandra Turini Bolsoni-Silva<sup>1</sup>, Ana Carolina Barral Villares Villas Boas<sup>1</sup>, Vanessa Romera Barbosa<sup>1</sup>, Fabiane Ferraz Silveira<sup>1</sup>

<sup>1</sup> *Universidade do Estado de São Paulo (Unesp-Bauru)*

The research group develops studies evaluating educational social skills of parents and teachers, which have supported interventions. Investigations (Bolsoni-Silva, 2003; Silva, 2000) have shown that educational social skills could prevent behavior problems in children living with biological parents. Villas Boas (2007) has also observed that those skills played the same role in separated/divorced families. To understand functionally why children present social skills or behavior problems, Barbosa has investigated what mothers did when children behaved in both ways and observed that families of children with behavior problems presented more consequences for child's problematic behavior than for their social skills, whereas the opposite was observed in families with children presenting social skills. At the same time, studies developed with other researchers evaluating intervention programs for parents (Projeto Regular – Fapesp) and teachers (Edital de Ensino Público – Fapesp) aiming to teach educational social skills e verify its impact on children's behavior. In both studies behavior problems have decreased while social skills increased. Once the parental group was filmed, this allowed Silveira to investigate which therapeutic skills are crucial to reach group objectives, and its results will contribute to better interventions procedures.

## Area: Preschoolers

### Happy endings: Emotion comprehension and prosocial motivation in preschool children

Gabriela Pavarini<sup>1</sup>; Débora de Holanda Souza<sup>1</sup>

<sup>1</sup> *Universidade Federal de São Carlos (UFSCar)*

The ability to attribute mental states used in explaining and predicting human behavior is conventionally called *theory of mind*. Recent studies have explored the interface between this ability and preschoolers' social development. The current study was aimed at investigating the relation between emotion comprehension, which is an important component of theory of mind, and an essential aspect of children's social world: prosocial motivation. Thirty-seven children between 4 and 6 years of age participated in this study. Two aspects of emotion comprehension were assessed in theory of mind tasks: a) emotion attribution to somebody who has a false-belief and b) distinction between apparent and real emotion. The prosocial motivation measure involved asking children to create an ending to two stories (two movies) that presented problem situations and during which the main characters expressed sadness. References to positive endings, prosocial behaviors, and positive emotions were analyzed. Results revealed a significant correlation between children's performance in the emotion comprehension tasks and the prosocial motivation score ( $r = 0,46, p < 0,01$ ). These results corroborate findings from a number of studies suggesting that emotion comprehension is an essential part of social competence in childhood.

**Keywords:** theory of mind; emotion comprehension; prosocial motivation; preschool children.

## Technical resource for teaching social skills to preschoolers

Ana Paula Casagrande Silva<sup>1</sup>; Camila Negreiros Comodo<sup>1</sup>; Almir Del Prette<sup>1</sup> ;

Zilda Del Prette<sup>1</sup>

<sup>1</sup>*Universidade Federal de São Carlos*

Déficits in social skills repertoire constitute risk factors for the adaptation in the social environment. Therefore, preventives methods, that increase and maximize social competent repertoire, are very relevant. Studies point that social skills can be learnt and, then, taught. Plays and games are instruments for learning several social behaviors in childhood. They promote learning in a “natural” way, by using an inner motivation, typical of playing. Other instrument that has been used successfully for learning is the multimedia resource, which is based on the Social Learning, through behavior modeling. Inside this perspective, there are two monographs being carried out. They reach a population of preschoolers, considering the existence of few resources in Brazil for Social Skills Training area directed to this age level. One aims to produce a manual for parents with playful activities designed to teach their children the social skills considered the keys to social competent behavior in childhood. The other monograph intends to create an instrument containing visual resource which promotes the acquisition of social skills by children through stories, exposing target population to models of behavior. It's expected that both projects provide the establishment of an effective social repertoire and prevent the deficits incidence.

**Keywords:** social skills; instruments to the learning; preschoolers.

**Scholarship:** PIBIC / CNPq / UFSCar

## Program of Educative Social Skills next to te to teachers of inclusive classrooms: impact on the repertoire of the teacher and the pupils with educational special needs

Andréa R. Rosin-Pinola<sup>1</sup>; Zilda A.P. Del Prette<sup>2</sup>

<sup>1</sup> *Universidade de São Paulo (USP)- Ribeirão Preto*

<sup>2</sup> *Universidade Federal de São Carlos (UFSCar)*

Politics affirm the right of access and permanence of the pupils with educational special necessities (NEE) in regular education, the number of school registrations of these keeps increasing. Such situation has been focus of debates, and authors defend the necessity of the teacher in developing some skills and competence to act with quality in this process. The area of Social Skills states that educative social skills are important in the social repertoire of any educator, but although literature affirm such necessity, in Brazil, there isn't any study evaluating teacher's social repertoire and verifying the effect of this in the repertoire of the pupils in an inclusive context. This study aims to develop, implement and evaluate a program of educative social skills next to teachers of regular education which have pupils with NEE in classroom. Before the beginning of the program, the pupils were evaluated by means of the System of Evaluation of the Social Repertoire (Gresham & Elliott, 1990), and with the teachers they had been together evaluated by means of filming. Based on literature review and preliminary analysis of teacher's educative social skills the program of educative social skills was developed. The data are in analysis phase.

**Keywords:** Educative social skills and school inclusion.



Construction and evaluation of a multimodal program of communicative abilities  
with mentally challenged adults

Adriana Augusto Raimundo de Aguiar<sup>1</sup>; Zilda A.P. Del Prette<sup>2</sup>

<sup>1</sup> Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de  
São Carlos (UFSCar)

<sup>2</sup> Universidade Federal de São Carlos (UFSCar)

Studies in the field of Special Education state that mentally challenged people present difficulties as to communication and interpersonal rapport. This fact has defined the necessity of structuring training programs on these abilities, so that these challenged people can be inserted in the community in an extensive way. The present paper aimed at the following: elaboration and description of tools and procedures for the evaluation and promotion of communicative abilities of mentally challenged adults; design, implementation and description of a program to promote verbal and non-verbal communicative abilities for a group of mentally challenged adults; and analyses of each of the program participants performance, according to indicators obtained in different moments of the intervention. Six mentally challenged adults have taken part in this study as well as professional informants and family members. The communicative performance was assessed by means of questionnaires and interviews and direct behavioral observation. The program focused on the training of verbal and non-verbal abilities through mingling techniques associated to pedagogical, cognitive –behaviorist and speech- language-hearing approaches. The results have pointed: positive changes in several trained components, reliable positive changes in some components, as well as in the group participants and family member's satisfaction with the intervention.

**Key words:** mental impairment; adults; verbal communication; non-verbal communication.

**Scholarship:** FAPESP

Area: Teenagers

The influence of gender and age in teenager's Social Skills<sup>1</sup>

Talita P. Dias<sup>2</sup>; Almir Del Prette<sup>2</sup>; Zilda A.P. Del Prette<sup>2</sup>

<sup>1</sup>Scientific Initiation work

<sup>2</sup>Universidade Federal de São Carlos

Considering the Scale of Social Skills for Teenagers (EHSA-Del-Prette) a instrument, in building process, that assess teenager's social repertoire, this study's objectives were: (a) to compare between two subgroups of gender and age the mean in indicators of frequency and difficult to EHSA-Del-Prette's factors; and (b) to identify the most critic items (lower frequency and higher difficulty) comparing the same subgroups. 1172 teenagers (590 girls and 581 boys), between ages 12 and 17, participated in this study. The EHSA-Del-Prette was applied in the classrooms. Comparing gender, girls related higher frequency e lower difficulty than boys in the total score and in the factors of Empathy, Civility, Assertiveness, while Social Agility presented lower means only for of difficulty. Comparing age, the older students related higher frequency than the younger in the total score and in the factors of Civility, Assertiveness and Social Agility. The items evaluated by the subgroups as the most critic were 10, 17,37 e 38. These findings agree with previous studies with children and emphasize the need for investigations of the influences of socio demographics variables in order to establish norms of reference for teenagers, and, also, to plan differenced programs of interventions addressed to subgroups of gender and age.

**Keywords:** Teenagers; social skills; socio-demographics variables

**Scholarship:** PIBIC / CNPq / UFSCar

## Area: Parents

### Social skills program with parents: effects on the social and academic performance of children with ADHD

Margarette Matesco Rocha<sup>1</sup>; Zilda A.P. Del Prette<sup>1</sup>

<sup>1</sup> Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)

Attention Deficit Hyperactivity Disorder (ADHD) children frequently show social interactions problems resulting in social, emotional and academic impairments. Programs elaborated to teach educational social skills to ADHD children's parents can contribute to change this behavior pattern. The purpose of this study is to evaluate the effectiveness of a program designed to develop educational social skills of ADHD children's parents. The sample will be composed of 26 mothers of children diagnosed with ADHD assigned to 3 different groups: experimental group (EG), control group (CG) and placebo group (PG). The assignment to EG and CG will be done by drawing. The PG will be composed by a convenience sample and will receive treatment after the EG's intervention is completed. The study will be composed by 5 stages: sample selection, pre-intervention assessment, intervention, post-intervention assessment and follow-up. The pre and post assessment, and the follow-up data will be collected through self-report instruments (Del-Prette- Social Skills Inventory, SSRS and a semi-structured interview) and filming of the mother-child interaction. The intervention will consist of 20 sessions of educational and daily social skills training. Statistical analysis will be implemented for all the measures available, comparing pre and post interventions assessments and follow-up (intra and inter groups).

**Keywords:** Parents; ADHD; Social Skills.

### Structure of a program of social work skills training for people with physical disabilities

Camila de Sousa Pereira<sup>1</sup>; Almir Del Prette<sup>1</sup>

<sup>1</sup> Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)

The literature suggests that a good repertoire of social skills can favor the performance of people in job interview situations and in the own environment of work. Considering previous researches of the author regarding the evaluation, elaboration of measure instruments and intervention in social work skills, these study describes the structure of a program that aims to promote such repertoire in people with physical disabilities interested in be inserted in the labor market. The program is developed in group, totaling up 16 sessions of approximately 90 minutes, driven twice a week. In the procedures it utilized techniques of the cognitive-behavioral therapy: homework, instruction, positive reinforcement, behavioral essay, modeling, positive feedback and video feedback. In all the sessions it was utilized structured situations for create demands of skills for the participants, permitting a straight observation of the performances. The main professional skills approached in the training were: courtesy, feedback, communication, irrational beliefs, empathy, offer help, citizenship, assertiveness, deal with criticism, problem solving, expression of positive feeling, and performance in job interview. The program is in course. The data will be analyzed by non-parametric statistic, before and after the program, for verify his effects about the social skills of the participants.

**Keywords:** social work skills training; physical disabilities; cognitive-behavioral techniques.

**Scholarship:** FAPESP

## A preventive program to first-time parents: Promoting parental skills, conjugal social skills and stress management skills

*Sheila Giardini Murta<sup>1</sup>; Andréia Crispim Rodrigues<sup>1</sup>; Isabela de Oliveira Rosa<sup>1</sup>;*

*Silvia Guimarães de Paulo<sup>1</sup>*

*<sup>1</sup>Departamento de Psicologia/ Universidade Católica de Goiás*

The aim of this study is to examine the effects of a preventive program to first-time parents on the parental sensitivity, depression, coping strategies to stress, conjugal social skills, and information on baby's perceptual competences. A longitudinal and single case design will be used. Eight couple living the first pregnancy, in the third trimester of the pregnancy, will be invited to participate in the study. The intervention will be conducted through a informative illustrated book and home visits, beginning during the pregnancy and finishing after the baby birth. The intervention will inform the couple about: (a) the baby's perceptual competences, (b) strategies to cope to the stress after the baby birth, conjugal social skills and strengthening of the social support between couple and (c) responsive parental skills to the baby needs, in opposition to abuse and negligence to the baby. The results will be evaluated by the use of the measures: semi structured interview on coping strategies with the stress and information on baby's perceptual competences, scales of depression, conjugal violence, conjugal social skills and direct observation of baby-parents interaction. These measures will be used before the program implementation, immediately after and one year after the program end.

**Keywords:** first-time parents; stress management,; parental skills; conjugal social skills.

## Evaluating and promoting social skills in non-verbal students

Eliane Gerk<sup>1</sup>; Leila Nunes<sup>1</sup>; Patrícia Lorena<sup>1</sup>

*<sup>1</sup>Universidade do Estado do Rio de Janeiro (UERJ)*

The purpose of this study is to evaluate the effects of Augmentative and Alternative Communication (AAC) resources on the social skills development of six youngsters with cerebral palsy in a municipal school of Rio de Janeiro. A research design composed of four phases is being implemented. In the first phase a multimodal evaluation was done through classroom observations, a Likert-type questionnaire, interview with parents and teachers concerning the social skills of the participants, the application of Social Skills Multimedia System, adapted for individuals with CP, and the Columbia intelligence test. Observation and data collection on the social behavior of the participants in the classroom setting will be done three times per week. In the second phase, the students will be presented with AAC resources in the format of communication boards and will receive Social Skills Training (SST). In the third phase the Social Skills Evaluation Inventory will be replicated and classroom observations will occur. Finally, there will be a *follow-up* phase. It is suggested that the Social Skills Training in a group format will enhance the development of communication skills of individuals with special needs.

**Keywords:** alternative and augmentative communication; social skills training; cerebral palsy.

## Social Skills Training for parents of children with school problems

Sibely K. S. N. Barros<sup>1</sup>; Almir Del Prette<sup>1</sup>

*<sup>1</sup> Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)*

The literature has shown that the conditions of the relation parents-child are considered mediators of the strengthening or weakening of socially competent behaviors and habits of studies. This research aimed to describe the elaboration, application and evaluation of a program of social skills training for parents and its effect in the improvement of the of school problems of these children. The present study involved 15 parents (Experimental Group N=8 and Control Group N=7) whose children, pupils from 1st to 8th grades of public and private schools, had been indicated by the teachers because of their school problems. The program was structuralized in thirteen sessions, adopting instruments of direct and indirect behavior evaluation, as filming and tests. The data was treated quantitatively and qualitatively, analyzing the clinical relevance and social acceptability. The results indicate that an increase of the parents social skills and the children school performance, suggesting that the social skills training program for parents can be an alternative method for these problems solution. The results of this study indicate the importance of the positive involvement of the parents in the social, emotional and school development of the children and the necessity of programs in this area.

**Keywords:** school problems; social skills; intervention; educational practices; parents training

## Identification of feelings and empathic performance in blind and sighted children: A comparative and multimodal study

Bárbara Carvalho Ferreira<sup>1</sup>; Zilda A.P. Del Prette<sup>1</sup>

*<sup>1</sup> Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)*

Research data indicate that visually disabled children present alarming characteristics for the repertoire of Social Skills. This study aimed to evaluate blind children and sighted in terms of: (a) Identification of other's feelings, based in contextual and paralinguistic verbal tracks; (b) Empathic repertoire; (c) Comparison of results obtained through different instruments and assessors. Participated in the research 16 blind children and 16 sighted, ages between 7 to 10, as well as their parents and teachers. The instruments used were: Interview script for the stories; Structured situation of empathic's behavior observation; Protocol for empathic's behavior observation; Social Skills Rating System (SSRS-BR). Data treatment was accomplished through descriptive and inferential statistical analysis. The partial results indicate significant difference only between feeling's identification by blind children's group and sighted in emotion discrimination for paralinguistic aspects of speech. For both groups, happiness presented the highest scores while rage the lowest ones. In the data from empathy evaluation, there weren't any significant differences among groups for both (a) direct observation (structured situation); and (b) methods of reports done by parents, teachers and the children themselves. This suggests a consistence in that skill's evaluation by different informers and instruments.

**Keywords:** Visual impairment; Empathy; Feeling's identification; Special Education; Multimodal Evaluation; Social Competence.

**Scholarship:** FAPESP

## Social skills of visually impaired children in the school context

Maura Gloria de Freitas<sup>1</sup>; Zilda A.P. Del Prette<sup>2</sup>; Almir Del Prette<sup>2</sup>

<sup>1</sup> *Universidade Estadual de Londrina (UEL)*

<sup>2</sup> *Universidade Federal de São Carlos (UFSCar)*

Visually impaired children may present disadvantages in learning social skills necessary for the social relationship and for their colleagues' acceptance. For many visually impaired children, being admitted to regular education causes social isolation, and, in several times, situations of rejection while interacting with other children in situations such as in classroom and in the playground or in social events. This study aimed to evaluate the social performance of visually impaired children in the school context and analyze their performance comparatively to that of those who can see perfectly, in a similar situation. The sample was composed by 54 children (27 visually impaired and 27 sighted), by means of the *SSRS (Teacher Questionnaire)*, that were comparatively analyzed between the groups. The results showed an overall deficit of social skills for the visually impaired children comparing to sighted children. This demonstrates that, although these children attend to regular school, their inclusion is not effective. These data are considered relevant for the planning of future interventions aiming to teach social skills to the teachers, enabling them to promote the development and learning, making it possible for the visually impaired children to have a satisfactory social performance and autonomy to live.

**Keywords:** social skills; visually impaired children; school context.

## Area: Couples

### Marital social skills: Evaluation and contributions to marital satisfaction

Miriam Bratfisch Villa; Zilda A. P. Del Prette

Considering the lack of empirical studies on marital satisfaction, and instruments to access the marital social skills, this study verified the relation between the spouses' marital satisfaction and global and marital social skills and simultaneously to improve an instrument to evaluate social skills. 406 participants from both genders (most couples, with high school educational level, age between 20-73) answered the Social Skills Inventory (SSI-Del-Prette), the Marital Social Skills Inventory (MSSI) and the Marital Satisfaction Scale (MSS). It was computed individual scores for each instrument, then proceeding to descriptive and statistical analyses, especially comparing husbands and wives and social-demographic variables influence. The results showed a significant correlation between the SSI-Del-Prette, MSSI and MSS scores, suggesting that the more elaborated was the respondent's social skills repertoire (marital and global), greater was his/her marital satisfaction, confirming the initial hypothesis. Correlations between the SSI, MSSI and MSS factorial scores showed social skills classes specifically associated to the marital satisfaction. The MSSI presented a good internal consistency (Alpha of Cronbach = 0,81) and a six factors structure that explained 45,407 of the obtained total variance. It has been discussed the instrument applicability to new studies and to practical context of psychologist professional work.

**Keywords:** marital relation, marital satisfaction, social skills, evaluate.

## Area: Ageing

### Evaluating the effectiveness of an assertive social skills training on understanding and practicing rights by the elderly<sup>1</sup>

Ana Carolina Braz<sup>2</sup>; Zilda A.P. Del Prette<sup>2</sup>

<sup>1</sup>*Master Degree Project*

<sup>2</sup>*Universidade Federal de São Carlos*

Ageing is currently a global demographic phenomenon. There is an increased attention to the policies designed specifically for the elderly and successful ageing. Studies indicate that the interpersonal relations may promote quality of life. Assertive Social Skills, based on the notions of equality and citizenship, intends to claim the daily disrespected rights. Though these skills are important to the individual, sometimes they are missing or they present deficits. Social Skills Training (SST) may overcome these problems. A previous research pointed the need of a specific training designed to this Assertive Social Skills. The present study aims to evaluate the effectiveness of an Assertive Social Skills Training (ASST) on understanding and practicing rights from Brazilian Statute for the Elderly. The participants will be 30 elderly people, attending to any educational institution. They will be disposed in two groups: experimental (ASST) and placebo (educational presentations). Data will be collect through: Social Skills Inventory (IHS-Del-Prette) and Elderly Right Recognition Inventory (IREI). Descriptive and inferential statistical analysis will be used in order to evaluate differences between the: (a) three stages (pre-test, post-test, follow up); (b) two groups in each stage,. Also, it will calculate the association of data collected by the two instruments.

**Keywords:** Ageing; Assertive Social Skills; Brazilian Statute for the Elderly; Rights Understanding; Rights Practicing.

## Area: Sensorial and mental disabilities

### Social skills of visually disabled people

Joviane Marcondelli Dias Maia<sup>1</sup>; Lucas Cordeiro Freitas; Almir Del Prette<sup>1</sup>

<sup>1</sup> *Programa de Pós-Graduação em Educação Especial (PPGEEs)/Universidade Federal de São Carlos (UFSCar)*

This work aimed to characterize the social skills repertoire of visually disabled people and the differences in relation to the normative pattern, as well as analyzing the effect of the type of visual disability, the origin, socio-economic variables, sex and age, into the social skill's repertoire. 29 students (10 women and 19 men), answered the instruments: "Critério Brasil", Initial Interview and a self-report inventory (IHS-del-Prette) (2001), with 5 factors: F1) coping and assertion; F2) expressing positive affection; F3) talking and self-confidence; F4) dealing with unknown people and new situations; F5) aggressiveness self-control. Among these students, 15 had total blindness and 14 subnormal vision; 20 acquired disability and 9 congenital; 17 single and 12 married. The level of education ranged from none to Higher Education. There weren't any significant differences between the groups regarding the type of disability, sex, socio-economic variables and marital status. The younger they were, the higher scores in the F4. The higher level of education, the better results were obtained in F1 and F3 general and factorial scores. The participants who worked had greater aggressiveness self-control. And the participants with congenital disability had better results in general scores and dealing with unknown people and new situations.

**Keywords:** Social skills. Interpersonal relations. Visual impairment.