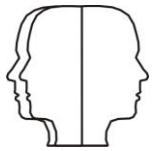
Lesson 4 –
Social Skill: Giving Feedback



Summary and Rationale

Learning to **give feedback** objectively to others, focusing on behavior and performance, is an important skill for group members to master in all cognitive behavioral programs. Building upon the previous two social skills, **active listening** and **asking questions**, this skill teaches group members to provide objective information to others about their thoughts, attitudes, and feelings.

Concepts and Definitions

Giving feedback is a way for you to provide information to others in an objective and non-threatening way about what you think or feel concerning what he or she has said or done.

Objectives – As a result of this lesson the group members will:

1. Describe the importance of **giving feedback**.
2. Perform the steps of **giving feedback** during the lesson.
3. Perform the steps of **giving feedback** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with All Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

Supplements

Charts – Make before facilitating lesson. (See supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol:



Handouts – Make copies before Lesson. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



H-4-1-Pocket Skill Cards
H-4-2-Homework Sheet

Presentation Slides – Make transparencies if a projector is not available. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



P-4-1-Lesson Title
P-4-2-Asking Questions Skill Steps
P-4-3–Homework Review
P-4-4–Giving Feedback - Definition
P-4-5–Giving Feedback Skill Steps

Equipment	Supplies
■ Easel (chart stand) ■ Projector to show presentation slides ■ Projection screen or suitable surface	■ Chart paper ■ Markers ■ Masking tape ■ Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition)**:** Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press.

Content	Notes

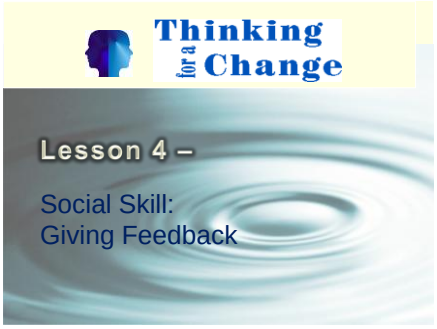
Activity 1: Homework Review

Last time, we continued to explore social skills, and how skills are taught. You learned a skill you will need to have in order to successfully get along with others, either individually, or in groups. That skill was **asking a question.**

Who remembers the steps of that skill?

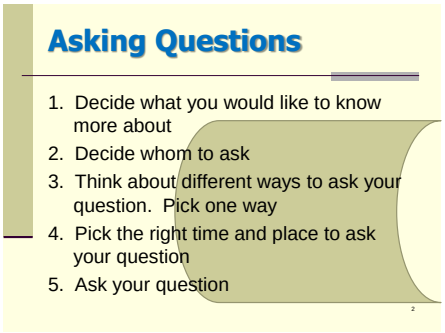
(Answer: Decide what you would like to know more about; Decide whom to ask; Think about different ways to ask your question and pick one way; Pick the right time and place to ask your question; and Ask your question.)

P-4-1



Solicit responses.

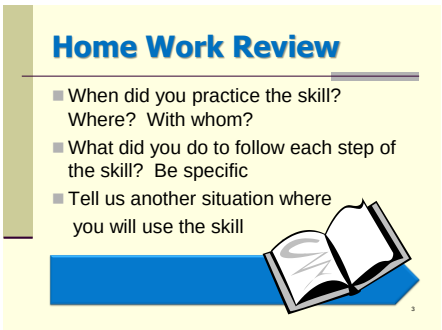
P-4-2



Your homework was to practice using the **asking a question** skill. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill - when you did the skill, where and with whom.
- Describe specifically what you did to follow each step of the skill.

P-4-3



Choose a volunteer

- Tell us another situation where you will use the skill.

Who would like to begin?

group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill so don't spend too much time on any one's homework.

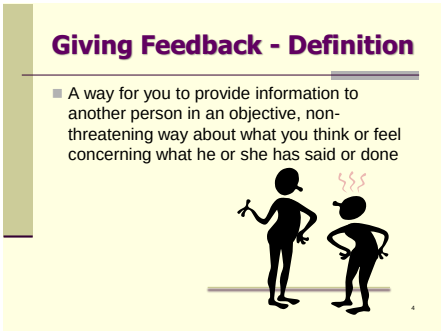
Activity 2: Overview of the Skill: Giving Feedback

Today, you will learn another important basic skill to use when getting along with others, either individually, or in a group. This skill is: **giving feedback**.

Define the Skill

 P-4-4

Who can tell us what **giving feedback** means to you?



Giving feedback is a way for you to provide information to another in an objective, non-threatening way about what you think or feel concerning what he or she has said or done.

We will talk more about what **giving feedback** means to you in a little bit, but

right now let's review the skill steps. Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **giving feedback.**

After you have had a chance to watch us model this, we will talk about times when you may have to or want to use the skill in the near future.

Review Action and Thinking Steps Definition

Remember last week you talked about how every skill is made up of a number of steps. Each of the steps is either a "thinking" step or an "action" step.

What was a thinking step about?

(Answer: A thinking step is something that you say to you and can't be seen.)

What are you supposed to do when you do a thinking step?

(Answer: Point to our head. This shows people that what we're saying is to ourselves and is going on inside our head.)

And the second type, the action step, what was that about?

(Answer: It is called that because you can

actually see the person doing that skill step.)

Skill Step Identification

Would (*group member name*) read step 1 of the skill and tell me if that is a thinking step or an action step?

(Answer: Decide if you want to provide objective information to someone about their behavior, thoughts or feelings. Thinking.)

(*Group Member name*), step 2, "Decide what kind of information you wish to provide." What type of step is that?

(Answer: Thinking.)

(*Group member name*), read step 3, and tell us if it is a thinking or action step.

(Answer: Think about different ways to give the information. Pick one way. Thinking.)

Note that step three emphasize alternative thinking: thinking about different ways to accomplish something.

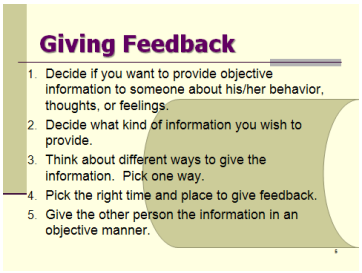
(*Group member name*), step 4, "Pick the right time and place to give feedback." Is that a thinking or action step?

(Answer: Thinking.)

(*Group member name*), please read step 5. Is it a thinking step or an action step?



P-4-5



Be sure to take every opportunity to read the steps of the skill – don't just say the number when assigning the steps or referring to them.

Thank each individual and provide positive feedback for participation.

(Answer: Give the other person the information in an objective manner. Action.)

What questions do you have up to this point about the steps of the skill, **giving feedback**?

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

H-4-1

Pocket Skill Cards, **Giving Feedback**

Activity 3: Model the Skill: Giving Feedback

Now Mr./Ms. _____ and I will model the skill for you.

Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

My cellmate has just received news that he has been selected to enter the auto mechanics program at the facility. He is not sure that this is his best move. He asks me what I think.

Modeling Display Option #2 – Probation or parole settings:

My friend wants me to go on an out of state

The purpose of a modeling display is to demonstrate the steps of the skill. Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group (i.e. youth, adult, probation, parole, or incarceration.)

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the

fishing trip this weekend. This would be a violation of my supervision, and my friend just doesn't seem to get that.

Modeling Display Option #3 – Generic setting for youth:

One of the group members keeps interrupting when others are talking and doesn't realize that he is doing it. I need to provide him feedback about his behavior.

same.

Tell group members which facilitator is the main actor, modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing a thinking step (e.g. steps 1, 2, 3, and 4).

Identify three choices for step 3. For example, if I need to tell John he annoys people when he interrupts them: I can interrupt him whenever he speaks and

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	then tell him why I did that; I can just tell him what I observe and tell him how many times he has interrupted others; I can ask him to stop interrupting whenever he does that behavior.
Activity 4: Discuss Modeling Display	After the modeling display, group members are asked to discuss what skill steps they observed. The modeling display must be a picture perfect representation of the steps of the skill. Therefore, the only answer to these questions about performing the steps is always, "yes." When a group member answers "yes," prompt them by asking; "What evidence did you see or hear?" *(Answer: He/she pointed to his/her head and said ...)*
In step 1, did _____ "decide if he/she	Group facilitators should

wanted to provide objective information to someone about their behavior, thoughts, or feelings"? What evidence did you see or hear?	solicit answers from group members that are specific to the modeling display.
In step 2, did _____ "decide what kind of information he/she wished to provide"? What information did _____ decide to provide?	Group facilitators should solicit answers from group members that are specific to the modeling display.
Did _____ practice step 3 and, "think about different ways to give the information and pick one way to do it"? How many different ways did _____ come up with? What were the different ways? Which option did _____ pick?	Group facilitators should solicit answers from group members that are specific to the modeling display.
In step 4, did _____ "pick the right time and place to give the information"? What time and place did _____ decide upon?	Facilitators should solicit answers from group members that are specific to the modeling display.
And step 5, did _____ "give the other person the information in an objective manner? What was said and done?	Facilitators should solicit answers from group members that are specific to the modeling display.
Group Members identify a specific situation Now that you have seen a model of the skill; what is a current or immediate future situation where it will be important for you to	Be sure that all group members identify a specific current or immediate future real life situation, identifying specific

Content	Notes
use **giving feedback?** Pick something that is likely to occur before the next session. This is important because what you identify and role play here is what you will practice in your homework for the next session. Be as specific as possible. Include: • The current or immediate future situation. • With whom will you practice the skill? • When will you practice it? (A specific time and day that it will be important for you to practice it.) • Where will you practice it? (Specific location.)	information such as: Who, when, where. It is critical that you get the group member to be as specific as possible.
Transition Great, everyone has had the opportunity to describe the situation where they will use the skill. **Identify Role Player** I would like one group member to volunteer to do a role play. Remember, everyone in the group will have an opportunity to try out the skill during this	Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play. Remind the group that everyone will have an opportunity to try-out the skill during the session

lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

To whom would you be **giving feedback**?

Set the Scene

Where are you?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

To the Co-actor

with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who may remind the main actor of the person with whom the skill will be used in the real life situation).

Set the stage for the role playing, including props, arrangements, and set description.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that the main actor has a Pocket Skill Card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief

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Try to play the part as best you can. Say and do what you think _____ would do as (*main actor*) follows the steps of the skill.	the co-actor by giving him/her information about what to say or do (background information to do the role play.) Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.
Assign Each Group Member a Skill Step **To Group Members** Watch carefully how well (*main actor*) performs the skill, because afterwards, you will discuss it. In fact, (*group member name*), watch step 1 and see if (*main actor*) decides if he/she wants to provide objective information. Be sure to note if he/she points to his/her head since this is a thinking step. (*Group member name*), watch for step 2 and see if (*main actor*) decides what kind of information to give. Be sure to note if he/she points to his/her head since this is a thinking step.	Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

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Would (*group member name*) watch for step 3, "Think about different ways to give the information and pick one way?" Be sure to note if he/she points to his/her head since this is a thinking step. (*Group member name*), watch for step 4, "Pick the right time and place to give feedback." Be sure to note if he/she points to his/her head since this is a thinking step. (*Group member name*), look for step 5: "Give the other person the information in an objective manner."	
Begin Role Play Let's start. Remember to keep it to just 1 or 2 minutes.	Begin the role play, ensuring that the main actor follows the steps of the skill exactly. If he/she doesn't, **stop** the role play, provide coaching, and begin again. The role play should last no more than 1- 2 minutes.
Activity 6: Discuss Role Play **To the Co-actor** How did you feel about playing the role? Do you have any other things you would like	After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the

to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1: "Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings"? How did (*main actor*) do that?

Who had step 2: "Decide what kind of information you wish to provide"? Can you tell us how (*main actor*) did that? Did he/she point to his/her head as he/she was deciding what kind of information to provide?

Who had step 3? Did (*main actor*) think about different ways give the information and pick one way to do it? Did he/she point to his/her head as he/she was deciding what kind of information to provide?

And who was watching for step 4? Did (*main actor*) pick the right time and place to give the information? Did he/she point to his/her head as he/she was deciding what kind of information to provide?

And who had step 5: "Give the other person the information in an objective manner"? Did (*main actor*) do that?

role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, "yeah, he did step one, or he did the step" does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her

Content	Notes
	head) that confirms the main actor completed the steps of the skill.
To the Main Actor How well do you think you followed the steps?	
To the Co-facilitator and Group Members What additional feedback do you have for the role player?	
Facilitator Feedback **Sample Feedback Statement:** Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.	At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing statements, i.e. that they have followed the steps in order, as modeled. Adjust the sample feedback statement in the Lesson plan as needed according to the specific role play.

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Activity 7: Repeat Activities 5 and 6 with all Group Members Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was…	Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display). Every group member must try out the steps of the skill as the main actor in a role play situation.
Activity 8: Assign Homework Now that you have had an opportunity to try the skill, when, between now and the next session do you think you can practice it? Here is a homework sheet. • Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now. • Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill. • You do need to write down each of the steps of the skill in the appropriate space. • Each of you will individually complete	 H-4-2 Homework Handout Completing the homework assignment is critical. It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life

the second shaded part after you practice your skill, given the situation you have described and tried out.

situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

Activity 9: Wrap-up

Next time you will have an opportunity to review your homework and see how well you did practicing, **giving feedback**. Then you will learn a new skill. See you then, and take care.