Interpersonal Skills Training Facilitator Guide

Phase 1

<u>Introduction</u>

1. **Explain the goal of the training**
   <u>Script:</u>
   "We are going to work on learning some interpersonal skills. Do you know what those are or what that means?

   Interpersonal Skills help students improve their ability to get along with others."

2. **Discuss how interpersonal relationships can be tricky and hard to navigate. There are a lot of complexities in social interactions.**

   <u>Script:</u>
   "Interpersonal skills can be tough and hard to navigate. Especially when you are in (middle, elementary, high) school. How do you feel you do with getting along with others?"

3. **Students may push back on this and say that they are already good at getting along with others. You can acknowledge and validate that feeling and let them know that these meetings may feel very easy to them.**

   <u>If the student says this is easy for them or they don't struggle with this</u>
   <u>Script:</u>
   "So it sounds like this might be a little easier for you and these meetings may feel very easy. Tell me about some of your relationships..........What do you do in order to be successful in your social relationships?

   Can you think of any challenges you have had?" (Do not push them to come up with any if they cannot think of any)

   <u>If the student agrees that they struggle with this</u>
   Script: *"It sounds like these skills may be a little harder for you. It's ok, they are not easy for everyone and that is why we are going to work on them."*

4. **Introduce and discuss the concept of the "ideal self" – how you want others to perceive you.**

   <u>Script:</u>
   "What do you think the term Ideal self means?"

"The Ideal self is how you want others to think about you (e.g. hard worker, funny, helpful, smart, kind, etc). This is not always the same as how people do think about you."

5. Introduce and discuss the concept of the "real self" – what people really think about you.
Script:
"The way that people actually think of us is called our real self. The ideal self and the real self are often different for people. How we want others to see us is not always the same as how they really do see us. (Give a personal example- e.g, Sometimes, I want my class to think that I am funny. But when I make jokes that they do not laugh at, they might think I am not very funny.)
Just so I can make sure you understand. Can you explain in your own words what you think the difference between ideal self and real self are?"

Discuss further and add other examples as needed to be sure that the students understand.

Activity
6. Create "ideal self" goals Activity

- o The student should generate 3 or 4 ideal self goals. Some students may be able to think of these easily, but this can be hard for some students. If it is difficult, then consider the following steps. The facilitator can use the Ideal Self-Goal Worksheet to help guide the discussion.
  - ▪ Have the student name a person they really admire or respect. This can be a real or fictional person.
  - ▪ Ask your student why they admire that person. Have them provide adjectives to describe this person. They may go through this process with multiple people they admire.
  - ▪ Review the list of terms for other people and discuss whether the student would like others to view them this way.
- o Once the student has 3 or 4 ideal self goals, the next step is to identify a few behaviors for each ideal self goal that causes people to think of others that way. For example, if someone has an ideal self goal of being helpful, then make a list of behaviors that lead people to think of them as helpful (e.g., helps others with their homework, picks something up that someone drops on the floor, carries something for someone). You can ask the student what the person they admire does that made you think of them this way.
- o It is important to note that these conversations may take some time. Your student may get stuck at various parts. It is crucial to be patient and not

get ahead of your student and move through this process with them at their pace. It is also acceptable to initially allow them to make a goal that you don't think perfectly hits the mark. As they complete Phase 2, students often refine their goals based on the practice and feedback. The students are often more receptive to your guidance in shaping goals in Phase 2 than in Phase 1.

7. Some students struggle with the goal setting step in Phase 1. If you observe this, consider having an individual follow up session with the student to give them more time to process and identify their goals and the behaviors that align with that goal.