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LIFESPAN DEVELOPMENT
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ASSESSING MEANINGFUL SOCIAL BEHAVIORS OF GIRLS IN A STRUCTURED
LEISURE TIME ACTIVITY (247 pp.)

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The purpose of this study was to identify those skills that help demonstrate social competency in a structured leisure time activity. By using a contextual assessment approach to identify social behaviors that are valued by multiple stakeholders in Girls Scout troops, it may be possible to develop social skills interventions for children involved in Scouting who are experiencing social difficulties in that setting.

Data were collected from Scouts, troop leaders, and parents in three Brownie and Junior Scouts troops for a total of 15 Scouts, 3 leaders and 2 or 3 parent participants from each Scouting level. Grounded theory was used to analyze the data and develop a template of meaningful social behaviors for girls participating in Scouting. To ensure the fidelity of the conclusions drawn from the data, a member check, peer reviews, and triangulation were completed.

Two social behaviors, helps others and respects others, were agreed upon by participants across both age levels and participant categories in Scouting and would have high social validity as targets for interventions in the groups studied. Eight additional behaviors were agreed upon by the majority of participant categories and groups, and would also be expected to have high social validity as they were indicated by the majority of stakeholders. Future research is needed that not only identifies social behaviors with

high social validity using a contextual assessment approach, but also expands on the research by conducting and monitoring the results of social skills interventions using the behaviors identified through the contextual assessment.