

The Stop & Think
Social Skills Program

**Evidence-based Strategies to Improve
Social, Emotional and Behavioral
Self-Control and Self-Management Skills**

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Presentation Overview

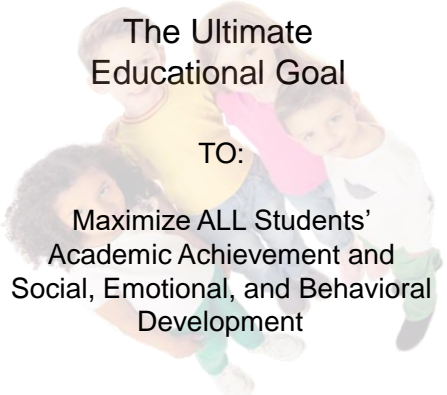
- Introduction: School-wide Discipline, Behavior Management, and Student Self- Management
- Social Skills Instruction: The Foundations
- Social Skills Instruction: Step-by-Step Implementation
- Social Skills Lesson Development Practice

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The Ultimate Educational Goal

TO:


Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development




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From a Student Perspective...


Academic Learning, Mastery, and Achievement






Social, Emotional, and Behavioral Development

Our Goal is to create...



Independent Learner



Self-Manager

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The Interdependency Between Academics and Behavior

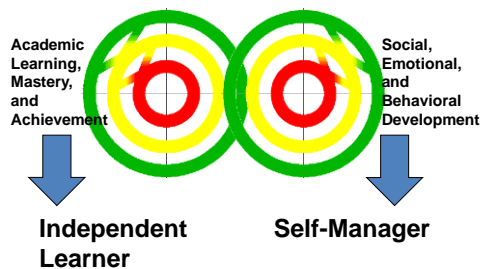


Academic Success
Influenced by Students' Social Emotional and Behavioral Competency

Behavioral Success
Influenced by Students' Academic Readiness, Motivation and Success

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Today's Focus: Social Competency and Self-Management



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Activity:

The "David Letterman" Top Ten

In Three Minutes:

- * Identify the "Top Ten" behavioral problems that consistently occur in your classroom.
- * Identify the "Top Five" behavioral problems that occur in the classroom from your most problematic students

- | | |
|-----|----|
| 1. | 1. |
| > | > |
| > | > |
| 10. | 5. |

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Self-Management Definition

- Be socially, emotionally, attributionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem-solving, conflict prevention and resolution, social-emotional control, coping, and behavioral skills
- Effectively control their own emotions, thoughts, and behavior



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Self-Management Realities

What We Know:

- Awareness does not translate into behavior without instruction
- Talk does not Change Behavior
- Students must be taught interpersonal, social problem-solving, conflict prevention and resolution skills, and emotional control and coping skills from pre-school through high school
- The instruction must embrace social learning theory



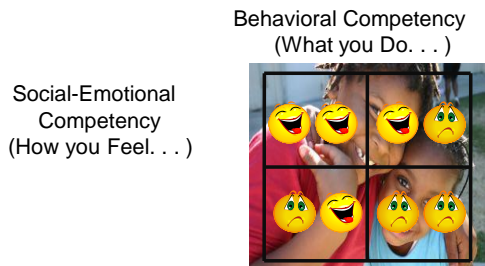
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Operationalizing Self-Management



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Operationalizing “Self-Management”



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What Key Self-Management Competencies do Students Need?

- Social Competencies
 Listening, Engagement, and Response Skills
 Communication and Collaboration Skills
 Social Problem-Solving and Group Process Skills
 Conflict Prevention and Resolution Skills
- Emotional Competencies
 Emotional Awareness, Control, and Coping Skills—
 Self and Others
 Self-Concept/Self-Esteem Skills
- Behavioral Competencies
 Social, Interactional Skills
 Classroom and Building Routine Skills
 Instructional and Academic Supporting Skills

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Ultimately, Constructs Need to Drill Down to Key Behavioral Competencies or Skills

- | | |
|-----------------------------------------------------------|-----------------------------------|
| Listening | Waiting for an Adult's Attention- |
| Following Directions | How to Interrupt |
| Asking for Help | Dealing with Losing |
| Ignoring Distractions | Apologizing |
| Dealing to Teasing | Dealing with Consequences |
| Contributing to Discussions/Answering Classroom Questions | |
| Deciding What to Do | Avoiding Trouble |
| Asking for Permission | Dealing with Anger |
| Joining an Activity | Dealing with Being Rejected or |
| Giving/Accepting a Compliment | Left Out |
| Understanding Your/Others' Feelings | Dealing with Accusations |
| | Dealing with Peer Pressure |

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WHY... Is Self-Management Important in Schools?

- Facilitates academic engagement and achievement
- Essential to cooperative and project-based learning
- Inherent part of classroom management
- Supports positive, safe school and classroom climate
- The ultimate goal/replacement behavior for challenging student interventions



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SEL/PBSS Science-to-Practice



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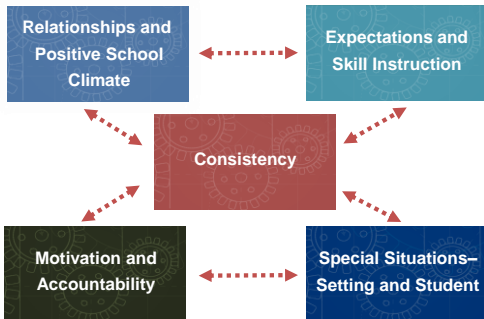
School-wide Positive Behavioral Support/ Social-Emotional Learning Systems (PBSS/SEL). . .

Critical Elements

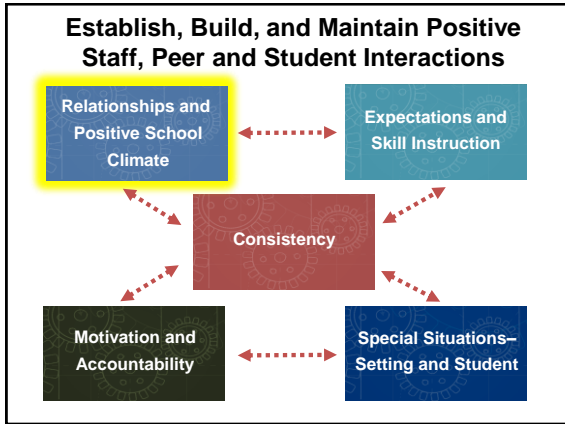
- Teachers' Classroom Management
- Social, Emotional, and Behavioral Self-Management through Social Skills Instruction in the Classroom
- Teaching Classroom/Building Routines
- Student Motivation and Accountability
- Multi-Tiered Strategic or Intensive Supports for Students with Challenging Behaviors

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The "Scientific Core" of Students' Social, Emotional, and Behavioral Self-Management



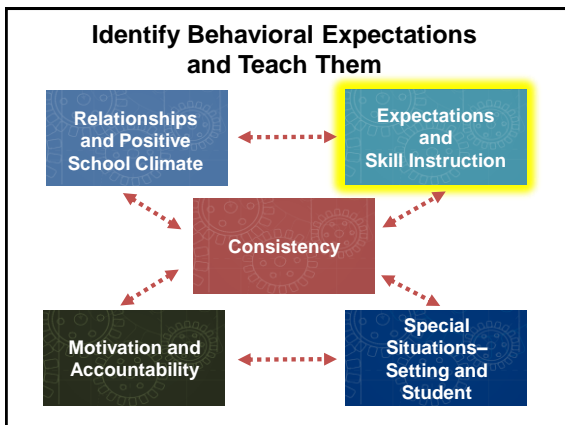
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Teaching Behavioral Expectations

1. Do not assume that students know or understand the expectations
2. State the **expectations** positively
3. Teach the specific **behaviors** that meet the expectations
4. **Demonstrate** the behaviors while verbalizing the steps
5. **Practice** the behaviors with the students while verbalizing the steps
6. **Be Consistent**

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Behavioral Expectations for the Common Areas of the School

- Hallway
- Bathroom
- Buses
- Playground
- Cafeteria
- Courtyards
- Auditorium
- Study Halls
- Library/Media Center
- Computer/Tech Rooms
- Entering/Leaving Building



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Behavioral Expectations in the Classroom

Classroom Matrix Behavioral Expectations:

- Demonstrating good listening
- Following directions quickly and the first time
- Focusing on and completing work neatly and in a timely way
- Use classroom materials appropriately
- Keeping arms, feet, and body to your self—in your own space
- Use inside voice
- Being kind to others
- Telling the truth
- Being a good leader and a good follower
- Walking safely
- Accepting consequences quickly and appropriately

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4th Grade

<p>Expected Classroom Behavior: Listening, following directions, focusing on/completing work, raising hand to get teacher, waiting for your turn, positive words and voice, respect for others, treating property with respect, apologizing when needed</p>	<p>Incentives and Rewards: Praise, smile, positive reinforcement, special privileges, happy notes home, extra free time at computer/games, class cheer, Terrific Terry Tiger Time</p>
<p>Intensity 1 Offenses: Raising off-task behavior and talking or following directions, uncooperative, leaving seat or area, noises that disrupt, sitting or falling out of seat, talking out, distracting others.</p>	<p>Corrective Responses: Stop and Think prompt, model/rule play, the "hook", non-verbal redirect or prompt, proximity or touch prompt, verbal redirect or warning, change color card/mark, move student to another seat, loss of Terry Tiger Time</p>
<p>Intensity 2 Offenses: Continuing intensity 1 behaviors, arguing, passive or active defiance, teasing, bullying/threatening, name-calling, pushing/pulling, inappropriate physical contact (no injury), harassment, swearing, insubordination, rude or unacceptable language/ tone</p>	<p>Consequences: Stop and Think prompt, loss of privileges or recess, ending the activity, parent notification</p>
<p>Intensity 3 Offenses: Continuing intensity 2 behaviors, significant defiance, swearing, safety issues, throwing rocks, fighting to hurt someone, cheating, cheating</p>	<p>Consequence: Community service, level 3 or 4 time-out, parent notification/conference, responsible thinking classroom</p>
<p>Intensity 4 Offenses: Repeated violations of Intensity 2 or Intensity 3 behaviors</p>	<p>Administrative Response: Follow LRSU Rights and Responsibilities Handbook Procedures and Guidelines</p>

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But There's More

We need to teach Students how to get along. . . .

We need to ALL of them Social Skills.



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The Goal of an Evidence-Based Social Skills Program

TO:

- ❖ Teach Children Interpersonal, Social Problem-Solving, Conflict Prevention/Resolution, and Emotional Coping Skills
- ❖ That facilitate their Social-Emotional/ Behavioral Development, and
- ❖ Help them develop Self-Management Skills

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Self-Management Success Varies by the Student Age/Maturation Level

- Preschool to Early Elementary Age Level
Children respond to adult social skill prompts within a reasonable amount of time, demonstrating their social skills for longer and longer periods of time without prompting.
- Middle Elementary Age Level
Student demonstrate “basic” social skills more automatically, but still need adult prompts when “under conditions of emotionality.”

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Self-Management Success Varies by the Student Age/Maturation Level

- Middle to High School Age Level
Adolescents demonstrate prosocial skills virtually automatically, and respond to emotional conditions more and more independently and effectively— with less need for adult prompting and supervision.

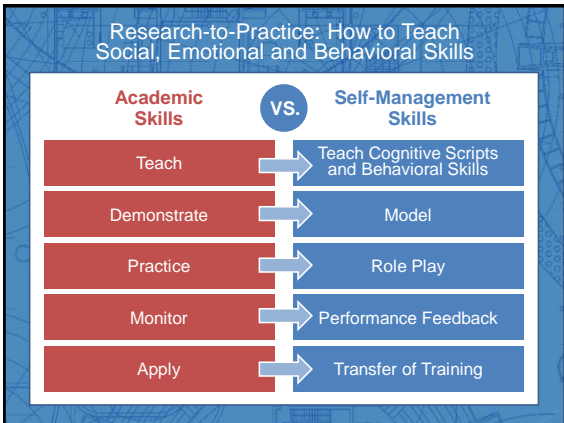
Social skills need to be continually practiced, prompted, applied, and reinforced. Social skills are never fully mastered—children just progress to the “next level” of development and maturation.

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Teaching behavioral skills is like teaching a basketball team: You script, “block” the behavior, and ensure readiness through practice, practice, practice.

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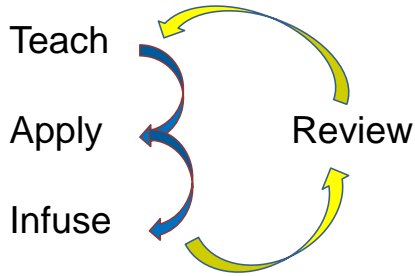
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Social skills training must take place in a classroom setting with teacher as primary role model.

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Social Skills are Taught Using a Two-Week Rotation



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WHO SUPPORTS Social, Emotional, and Behavioral Skills Instruction?

** The Training should be Supported by Pupil Personnel and other Specialists and Administrators

Co-Teaching	Tier 1		
Pull-in Practice	Tier 1	Tier 2	
Pull-out Practice		Tier 2	Tier 3

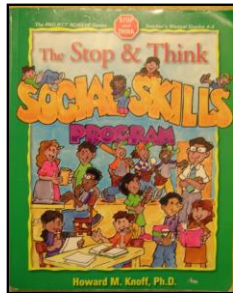
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Stop & Think Social Skills Program

<http://store.cambiumlearning.com/stop-think-social-skills-program/>

SCHOOLS:

preK to Grade 1
Grades 2 to 3
Grades 4 to 5
Grades 6 through 8th



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Reviewing the Contents of the Stop & Think Social Skills Program

Contents:

- Stop & Think Social Skills Teacher's Manual
- Reproducible Forms Booklet
- Stop & Think Posters
- Stop & Think Stop Signs
- Stop & Think Social Skills Script Cards

Building Needs:

- Stop & Think Grade Level Kits
- Stop & Think Signs
- Other Support Materials

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Characteristics of the Stop & Think Social Skills Program

- ❖ Developmentally Sensitive:
preK-Grade 1/Grades 2-3/Grades 4-5/
Grades 6-8
- ❖ Teaches Behaviors and not Constructs of Behavior
- ❖ Teaches through Scripts and Skills
- ❖ Teaches through Behavioral Instruction and Practice
and not "Talk, Pray, and Hope"
(Talk doesn't change behavior.)

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Skills Taught Using the Stop & Think Social Skill Process

- Social Skills
- Classroom/Building Routines
- Teasing, Taunting, Bullying,
Harassment, Fighting
Prevention/Response Skills
- Academic Support/Cooperative
Group Skills

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Preschool to Early Elementary
Stop & Think Social Skills

At the preK through Grade 1 level, the ten primary skills are:

- | | |
|---------------------------|-----------------------------------|
| Listening | Waiting for an Adult's Attention- |
| Following Directions | How to Interrupt |
| Using Nice Talk | Ignoring |
| Asking for Help | Dealing with Teasing |
| Waiting for Your Turn | Dealing with Losing |
| Dealing with Consequences | |

At the preK through Grade 1 level, the ten advanced skills are:

- | | |
|-----------------------|-----------------------------|
| Ignoring Distractions | Joining an Activity |
| Rewarding Yourself | Using Brave Talk |
| Sharing | Dealing with Being Left Out |
| Deciding What to Do | Dealing with Anger |
| Asking for Permission | Apologizing |

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Early to Middle Elementary School
Stop & Think Social Skills

At the Grade 2 through Grade 3 level, the ten primary skills are:

- | | |
|---------------------------------------------------------------|-----------------------------------|
| Listening | Waiting for an Adult's Attention- |
| Following Directions | How to Interrupt |
| Asking for Help | Apologizing |
| Ignoring Distractions | Accepting Consequences |
| Contributing to Discussions/
Answering Classroom Questions | Dealing with Teasing |
| | Dealing with Losing |

At the Grade 2 through Grade 3 level, the ten advanced skills are:

- | | |
|-------------------------------------|--------------------------------------------|
| Deciding What to Do | Avoiding Trouble |
| Asking for Permission | Dealing with Anger |
| Joining an Activity | Dealing with Being
Rejected or Left Out |
| Giving/Accepting a Compliment | Dealing with Accusations |
| Understanding Your/Others' Feelings | Dealing with Peer Pressure |

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Middle to Late Elementary School
Stop & Think Social Skills

At the Grade 4 through Grade 5 level, the ten primary skills are:

- | | |
|-----------------------|--------------------------------------------|
| Listening | Apologizing |
| Following Directions | Accepting Consequences |
| Asking for Help | Dealing with Anger |
| Ignoring Distractions | Dealing with Being Rejected
or Left Out |
| Dealing with Teasing | Walking away from a Fight |

At the Grade 4 through Grade 5 level, the ten advanced skills are:

- | | |
|---------------------------------|-------------------------------------|
| Setting a Goal | Understanding Your/Others' Feelings |
| Evaluating Yourself | Dealing with Accusations |
| Responding to Failure | Dealing with Fear |
| Beginning/Ending a Conversation | Dealing with Peer Pressure |
| Giving/Accepting a Compliment | Dealing with Another Person's Anger |

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The Stop & Think Social Skills Classroom and Building Routines

**Classroom Routines—
Instructional**

The "Hand Raising" Skills
Participating in Classroom
Discussions
Answering Questions during
Lessons
Working in a Cooperative Group
Doing Seatwork or Independent
Work Assignments
When You Finish a Classroom
Paper or Assignment
Transitions from One Classroom
Subject to Another
Taking Books and Other
Materials to Class
Taking Timed Tests

Classroom Routines—Procedural

Entering a Classroom
Hanging Coats and Backpacks
Lining Up to Leave the Classroom (During
the School Day)
The Dismissal Skill

Classroom Routines—Situational

When Your Teacher Gives You a Time Out
When Your Teacher Asks You to Leave the
Classroom (As a Consequence)
When the Teacher is Absent
Visitors in the Class or Building

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The Stop & Think Social Skills Classroom and Building Routines

Building Routines—Procedural

Walking in Line in the Building
Putting Clothes in Your Cubby
Washing Hands for Lunch/Snack
Lunchroom Behavior:
Behavior in Line
Getting food/Going to Tables
Eating/In-Seat Behavior
Busing Trays/Tables after Lunch
Table Clean-Up
Leaving the Cafeteria
Playground Behavior (specify)
Keeping the Classroom Clean
Bathroom Behavior (specify)

Special Situation Routines

Knowing when to tell (an adult) about
a Safety Issue
Reporting an Accident or a
Dangerous Situation
Preventing teasing, taunting, bullying,
harassment, hazing, or fighting
Helping a (potential) victim of teasing,
taunting, bullying, harassment,
hazing, or fighting
Walking Away from a Fight or Conflict/
Room or Hallway Evacuation
The Fire Drill

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The Two-Week Social Skills Teaching /Rotation Schedule For Each New Social Skill

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Week 1	Teach : Introduce Skill, Model, Roleplay	Teach : Review Skill, Roleplay	Teach : Review Skill, Roleplay	Apply into a selected classroom activity	Apply into a different classroom activity
Week 2	Review & Apply into new class activity	Apply and/or <u>Infusion</u>	<u>Infusion</u> through Teachable Moments	<u>Infusion</u> through Teachable Moments	<u>Infusion</u> through Teachable Moments

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Phase Two – Application Activities

- Application Activities are planned opportunities for students to practice a targeted social skill under supervision and in a closer-to-real life/simulated situation
- Are part of the Transfer of Training step of skill instruction
- Occur during the second three or four days of the Two-week teaching cycle. Involve progressively more complex, challenging, or emotional practice opportunities
- Are pre-planned, announced, and involve 5 minutes or less of instructional time as they are embedded in an existing academic lesson time
- Provide feedback as to how automatic a social skill is becoming

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Phase Three - Infusion

- Occurs during the last 3 to 4 days of the second teaching week
- Begin the day by reminding the students about the skills that the class is working on—reviewing the problem solving steps, and encouraging skill use in other classes and school settings
- Using Teachable Moments: When an actual problem occurs, teacher makes a strategic decision to use the Stop & Think Social Skills language and process “on-the-fly” to reinforce the use of the targeted skill.

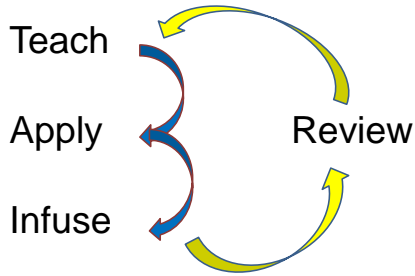
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Phase Three - Infusion

- There are three possible “teachable moments” where the teacher can prompt, guide, and reinforce students to use selected/targeted social skills and scripts:
 - After a successful problem resolution
 - During a problem before resolution
 - After an unsuccessful problem resolution

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Social Skills are Taught Using a Two-Week Rotation



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Monthly Stop & Think Social Skills Calendar

SEPTEMBER	WEEK 1	WEEK 3
Kindergarten/ Grade 1	Classroom Routines Skill 1: <u>Listening</u>	Building Routines Skill 2: <u>Waiting for Your Turn</u>
Grades 2/3	Classroom Routines Skill 1: <u>Listening</u>	Building Routines Skill 2: <u>Following Directions</u>
Grades 4/5	Classroom Routines Skill 1: <u>Listening</u>	Building Routines Skill 2: <u>Following Directions</u>

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**Critical Components of the
Stop & Think Social Skills Program**

- ** A Universal language that helps to condition behavior.
- ** A Universal teaching process that results in student learning, mastery, and self-management.

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**Critical Components of the
Stop & Think Social Skills Program**

- ** **A Universal language that helps to condition behavior.**
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**THE STOP & THINK SOCIAL SKILLS
UNIVERSAL LANGUAGE**

1. _____, you need to Stop & Think.
2. Are you going to make a Good Choice or a Bad Choice?
You need to make a Good Choice.
3. What are your (Good) Choices or Steps?
[Tell/Guide your student here using a specific "Skill Script"]
4. All right, now let me see you Just Do It!!!
5. Great job!!! Tell yourself you did a great job!!!






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**THE STOP & THINK SOCIAL SKILLS
UNIVERSAL LANGUAGE**



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**WHY THE STOP & THINK SOCIAL SKILLS
UNIVERSAL LANGUAGE WORKS**

-  Impulse Control/Self-Control/Self-Management
-  Accountability: Incentives and Consequences;
Cognitive Pre-set
-  Cognitive-Behavioral Scripting and Preparation
-  Guided Behavioral Implementation
-  Positive Self-Reinforcement

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**THE STOP & THINK SOCIAL SKILLS
PRACTICE ACTIVITY**

Problem:

Blurting out Answers/Interrupting

Solution (Replacement Behavior):

Raising hand; Wait to be Called on (School)
Signaling intent; Wait to be Prompted (Home)

Script:

1. Raise hand; Mouth Closed
2. Look at the Teacher; Wait to be Called on
3. Lower hand; Answer the Question completely

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**THE STOP & THINK SOCIAL SKILLS
PRACTICE ACTIVITY**

1. _____, you need to Stop & Think.
2. I'm sorry that you are making a Bad Choice right now
(by _____).
You need to make a Good Choice.
3. Your Good Choice is to (state Replacement Behavior).
[Tell/Guide your student here using a specific "Skill Script"]
4. All right, now let me see you Just Do It !!!
5. Great job !!! Thank you for making this Good Choice and
following my directions !!!

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**Skills Taught Using the
Stop & Think Social Skill Process**

- **Social Skills**
- Classroom/Building Routines
- Teasing, Taunting, Bullying,
Harassment, Fighting
Prevention/Response Skills
- Academic Support/Cooperative
Group Skills

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**Critical Components of the
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- ** **A Universal language that
helps to condition
behavior.**
- ** A Universal teaching process
that results in student
learning, mastery, and self-
management.

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Social Skill Steps Here

- 1.
- 2.
- 3.
- 4.


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“Skills and Scripts”-- In Step 3 “Skill Box”

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Listening:
(For Younger Students)

1. Eyes– On the speaker.
2. Hands and Feet– Are folded.
3. Ears– Open and ready.
4. Mouth– Quiet and closed.




Prompt: “Show me Listening.”

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“Skills and Scripts”-- In Step 3 “Skill Box”


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Following Directions:



1. “Show Me Listening”– Get into the Listening position.
2. Prompt– “I’m about to give you a _____ step direction.”
(FREEZE)
3. Ask Yourself– Do you understand the Direction?
If **YES**, go to the next step.
If **NO**, ask in a nice voice for them to be repeated
4. Repeat/Rehearse . . . the Direction to yourself.
5. Get ready . . . and . . .

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Asking for Help

1. Ask yourself: "Do I really need help or can I do this alone?"
2. If you need help:
Raise your hand; Mouth closed.
3. Wait until you are called on.
4. Say specifically what you need using a nice voice.

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Ignoring Distractions:

1. Take deep breaths and count to 5.
2. Look away from the person (Do "the pivot".)
3. Close your ears (and Focus on your work).
4. Hold your position; Do not respond or say anything to the person.


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"Skills and Scripts"--
"Concrete, Sequential/Step-Oriented"
Script (preK through Grade 3)

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Dealing with Teasing:

1. Take a deep breath and Count to five (ten).
2. Ignore the person.
3. Ask him/her to stop.
4. Walk away.
5. Find an adult for help.



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“Skills and Scripts”--

“Higher Ordered Thinking/Choice-Embedded” Script (Grades 4 and up)

Dealing with Teasing:

1. Take a deep breath and Count to five (ten).
2. Think about your good choices. You can:
 - a. Ignore the person.
 - b. Ask him/her to stop.
 - c. Walk away.
 - d. Find an adult for help.
3. Choose/Act Out your best choice.



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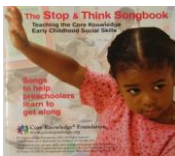
Dealing with Teasing:

1. Take deep breaths, and count to five.
2. Think about your choices. You can:
 - a. Ignore the person.
 - b. Ask the person to stop in a friendly way.
Tell them how you feel.
 - c. Walk or back away.
 - d. Find an adult for help.
3. Choose and act out your best choice.

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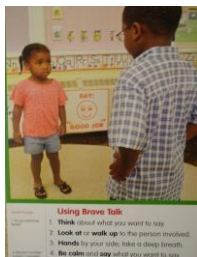
Preschool to Early Elementary School/Home Stop & Think Social Skills

SUPPORT MATERIALS:



www.projectachieve.info

GO TO: **Stop & Think**
section



Using Breve Talk

1. **Think** about what you want to say.
2. **Look** at or **write** up to the person involved.
3. **Hands** by your side. Take a deep breath.
4. **Be calm** and **say** what you want to say.

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Hallway

Eyes forward
Hands by your side
Mouth quiet
Walk to the right
Watch your space

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Bathroom

Enter/Walk on the left
One at a time at a stall or urinal/
Flush once when done
Mouth quiet
Keep your space/
Respect others' privacy
Wash your hands/One towel. . . in the trash

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Bus

Walk onto the bus
Sit in the first open seat/
Starting in the back
Always sitting, Eyes forward,
Hands in your space
Inside voice/One-seat talking/Positive talk
Exit only when bus is stopped

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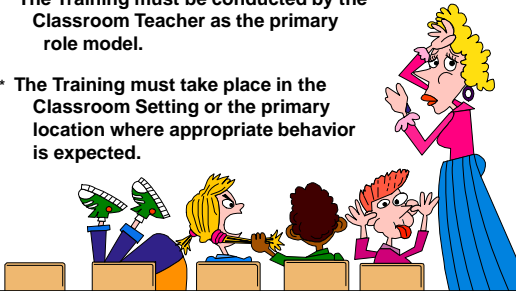
Critical Components of the Stop & Think Social Skills Program

- ** A Universal language that helps to condition behavior.
- ** A Universal teaching process that results in student learning, mastery, and self-management.

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Who Teaches the Stop & Think Social Skills?

- ** The Training must be conducted by the Classroom Teacher as the primary role model.
- ** The Training must take place in the Classroom Setting or the primary location where appropriate behavior is expected.



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WHO SUPPORTS Social, Emotional, and Behavioral Skills Instruction?

- ** The Training should be Supported by Pupil Personnel and other Specialists and Administrators as Needed

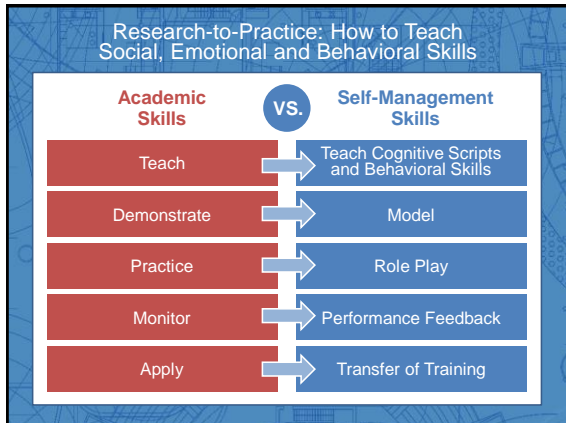
Co-Teaching Tier 1
Pull-in Practice Tier 1 Tier 2
Pull-out Practice Tier 2 Tier 3

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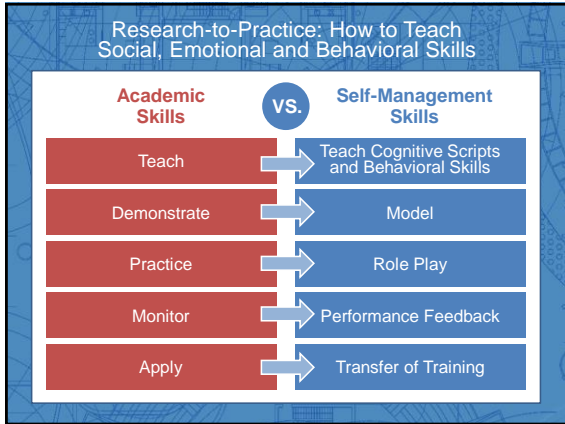


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Stop & Think Position Skills to Condition into Other Social Skills

- The “Listening” Position
- The “Ask/Answer a Question” Position
- The “Turtle/Shoulder Pivot” Ignoring Distractions Position
- The “Traveling” Position
- The “Relaxation” Position

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The Seven Steps of a “New” Stop & Think Social Skills Lesson

STEP ONE: Introduction and Orientation to Social Skills; Teaching/ Reviewing the Five Stop & Think Universal Steps

STEP TWO: Explanation/Rationale: Why “Good Choices” are Important; What Happens When “Bad Choices” Occur

STEP THREE: Introduce, Contextualize, Teach the New Social Skill

STEP FOUR: Practice the new Skill Script within the Stop & Think Universal Steps

STEP FIVE: Modeling of the Social Skill by the Teacher

STEP SIX: Student Social Skills Role Plays with Performance Feedback

STEP SEVEN: Summary/Transfer of Training

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The Seven Steps of a Social Skills Lesson

STEP ONE: Introduction, Orientation to Social Skills, Teach/Review the Five Stop & Think Universal Steps

**What Are Social Skills?
How are we going to learn them?
Teach/Review the Five Stop & Think Universal Steps**

Brief, focused introduction/orientation to social skills, the social skills lesson and process, and the expectations during instruction. Teaching and explaining the Five Stop & Think Universal Steps during the very first Stop & Think lesson—reviewing these steps once at the beginning of lessons introducing a new social skill thereafter.

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The Seven Steps of a Social Skills Lesson

STEP TWO: Explanation/Rationale

Why do we need to use Social Skills?

Where should we use Social Skills?

What happens when we make Good Choices vs. Bad Choices?

Could involve large and small group discussions, use of videos or current events, involve a short story or historical event. . .

But needs to be personalized so students begin to understand the importance of social skills and the lessons.

***** Only need to teach/review Step 1 and Step 2 for the first three Mondays of new social skill lessons. After that, can begin Monday lessons on Step 3 after chorally reviewing the Five Stop & Think Universal Steps**

Grade 2: Asking for Help Clip

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The Seven Steps of a Social Skills Lesson

STEP THREE: Introduce, Contextualize, and Teach the "Skill Script" of the (new) Social Skill being Taught

Teaching, Practicing, Memorizing the Skill and the Script

(a) Introduce/Contextualize the skill, why it is important, when it should be used, what happens when students do/do not demonstrate the skill.

(b) Generate/Discuss classroom or school situations when the skill is needed or used, and what happens when students make "Good or Bad Choices." [These situations can be used as Role Plays]

(c) Teach, chorally practice, and help students memorize the skill steps and the associated behaviors needed to execute the different skill steps.

(d) Discuss/Teach/Model the "internal" decision-making/social problem-solving processes needed for relevant choices within the skill script.

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The Seven Steps of a Social Skills Lesson

STEP FOUR: Integrate/Chorally Practice the Skills Steps within the Universal Stop & Think Language

1. "Stop and Think" do I want to make a...
2. "Good Choice or a Bad Choice?" (Good Choice)

3. "What Are My Choices/Steps?"
The steps for Dealing with Teasing are:
[State Steps Here.]

4. Now I'm ready to: "Just Do It!"
5. I did a "Great Job!"

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Dealing with Teasing:

1. Take deep breaths, and count to five.
2. Ignore the person.
3. Ask the person to stop in a friendly way; Tell them how you feel.
4. Walk or back away.
5. Find an adult for help.

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Dealing with Teasing:

1. Take deep breaths, and count to five.
2. Think about your choices. You can:
 - a. Ignore the person.
 - b. Ask the person to stop in a friendly way; Tell them how you feel.
 - c. Walk or back away.
 - d. Find an adult for help.
3. Choose and act out your best choice.

Grade 2: Asking for Help Clip

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The Seven Steps of a Social Skills Lesson

STEP FIVE: Modeling the (New) Social Skill by the Teacher, an Adult, a Video

- At a minimum, model the social skill once using a classroom example and the correct steps or choice behavior
- Only model/demonstrate the appropriate "Good Choice" behavior; you can talk about the "Bad Choice" behavior
- Verbalize the Stop & Think steps including the skill steps and thought processes involved in choosing/demonstrating the skill
- Younger students may need to observe repeated or multiple modeling scenes or scenarios

Grade 2: Asking for Help Clip

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The Seven Steps of a Social Skills Lesson

STEP SIX: Role Plays (by the Students—Directed by the Teacher) of the New Social Skill with Performance Feedback (Teacher, Peer, Self)

Role Play Considerations:

- How to select role players and role plays
- Teacher scripts and then guides students in role play (is NOT a role player)
- Always practice appropriate social skill behavior
- When re-creating a scene and a student/teacher is not available, select a student with similar physical (or “reminds me of”) characteristics.

2:00 PM

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The Seven Steps of a Social Skills Lesson

STEP SIX: Role Play (by the Students—Directed by the Teacher) of the New Social Skill

Points to Remember:

- All students should do at least one role play per new skill, but students should not be forced to role play.
- Try to use students who can do a good “first take” of the social skills during initial instruction; later use students who need to learn and demonstrate the target skill.
- Can do individual, small group, & whole group role plays.
- Role plays should start with “neutral” scenes, but increasing the (simulated) conditions of emotionality during role plays should be considered—especially for “emotional” skills.

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The Seven Steps of a Social Skills Lesson

Step Six: Performance Feedback

During and after their role plays, students are given **Positive Feedback** on their accurate verbalization of the social skills script, their demonstration of the behaviors associated with different social skills steps, and (for older students) their use and demonstration of an appropriate choice when multiple good choice decisions are possible.

They also, as needed, are given **Corrective Feedback** if they go “off-script,” demonstrate an incorrect or inappropriate behavior, or make a decision that does not make the best sense for the skill and the scenario being roleplayed.

- **For the Teacher, the key is WHEN to provide the feedback: During the scene, or after it has been completed.**

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The Seven Steps of a Social Skills Lesson

Step Six: Performance Feedback

When to Give Performance Feedback:

1. **“Within-Scene” Feedback:** Occurs during a roleplay as the Teacher stops the scene—using correction as a “Teachable Moment”
2. **“Debriefing” Feedback:** After the role play is over; the role play is “debriefed”—reinforcing the positive, reviewing (and, hopefully, reinforcing the corrections).

Summative/Debriefing feedback involves teacher, peers, and self-evaluation feedback. Teachers should strategically decide who to involve and in what order.

Grade 2: Asking for Help Clip

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The Seven Steps of a Social Skills Lesson

STEP SEVEN: Lesson Summary and Transfer of Training

Lesson Summary: The teacher summarizes the objectives and outcomes of the lesson, provides an advanced organizer for the upcoming skill lessons (e.g., continued role play practice, application lessons in the classroom/school, infusion expectations), and lays the groundwork for the transfer of the skill(s) as below.

Transfer of Training: This Step communicates and begins the process to help students understand that the (new) social skill needs to be used during the day, with other adults/students, and in different settings as appropriate (other classes, periods, PE, Art/Music, Hallways, etc.).

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The Seven Steps of a Social Skills Lesson

STEP SEVEN: Lesson Summary and Transfer of Training

Points to Remember to Facilitate the Transfer of Training:

Teachers can:

1. Use Visual Reminders (e.g., pictures, flashcards, bulletin boards) around the classroom to highlight the new skills and script.
2. Integrate the new skills into the classroom Reinforcement (Matrix) system to motivate, recognize, and reward students for using the new “skill of the week.”
3. Encourage/support other teachers for reinforcing the skills, scripts, and use of the new skill in their classrooms or settings.
4. Plan and implement Application and Infusion Activities during the remainder of the Two-Week Cycle for new skill instruction.

Grade 2: Asking for Help Clip

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The Seven Steps of a "New" Stop & Think Social Skills Lesson

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THE STOP & THINK SOCIAL SKILLS Activity

Consider the Following Questions:

1. What additional questions would you have asked to help the students understand the importance of this social skill in the classroom?
2. Identify three other roleplays that could have been done to practice a relevant situation involving this skill in/for the classroom.
3. How would you have organized and conducted a whole-class roleplay for this skill with this class?

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Teaching Social Skills

- Teach the Scripts and Skills
- Model
- Role Play & Performance
Feedback
- Transfer of Training



- Application/Simulation Activities
- Teachable Moments

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Teaching Emotional Self-Control



2:45 PM

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The Definition of "Skill Mastery"

Skills are mastered when they are successfully performed under conditions of emotionality



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Another Important "Skill Fact"

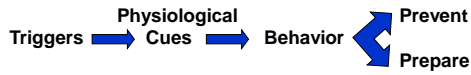
Most emotional reactions (behaviors) are Classically Conditioned (Remember Pavlov??)



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Teaching Emotional Self-Control

The Emotional Reaction Paradigm:



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Common Emotional Triggers

Academic Stress: Grades, Amount of Work, Competition, Doubt

Social Stress: Peer Acceptance, Bullying, Boy/Girlfriend or Other Relationships, Peer Pressure

Physical Issues: Sleep, Hunger, Medical Conditions, Disabilities

Family Discord: Crowded Living Conditions, Marital Problems, Strained Sibling Relationships, Family Illness and Loss, Financial Stress

Significant Life Changes: Moving, Starting a New School, Parental Divorce, Remarriage (into a Blended Family)

Local, National, World Events: School Shootings/Violence, Acts of Terrorism, Social/Racial Strife, Natural Disasters

Traumatic Events: Death of a Family Member or Friend, Enduring Emotional, Physical, or Sexual Abuse

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Students “Early Warning” Physiological Cues

Explain to students that everyone has a place in their body that physiologically responds when they are getting emotional.

This place could be:

- In their stomach
- Their chest (more rapid and shallow breathing)
- Their heart (more rapid or “heavy” heartbeat)
- An aching in their shoulder or back
- A pounding at their temples
- Sweaty hands
- Tearing eyes
- A feeling of disorientation or physical unbalance
- The clenching their fists

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Stop & Think Emotional Scripting

Awareness of Emotionally Triggering Situation
Awareness of Physiological Cue/Reaction

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"I need to Stop & Think, Make a Good Choice, and Take my Deep Breaths."

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Dealing with Anger

1. Take deep breaths, and count to five.
2. Think about your choices. You can:
 - a. Ignore the person.
 - b. Talk with the person—Tell them that you are angry and why.
 - c. Walk.
 - d. Find an adult for help.
3. Choose and act out your best choice.

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Teaching Emotional Self-Control

The Emotional Reaction Paradigm:

Triggers → Physiological Cues → Behavior → Prevent/Prepare

Video: Watch Fors—

- ** Identification of Student Triggers
- ** Identification of Student Physiological Cues
- ** Relaxation Step in the Stop & Think
- ** Roleplay "Under Conditions of Emotionality"

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Presentation Review

- Introduction: School-wide Discipline, Behavior Management, and Student Self- Management
- Social Skills Instruction: The Foundations
- Social Skills Instruction: Step-by-Step Implementation
- Social Skills Lesson Development Practice

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Stop & Think Social Skills **Lesson Plan**

Name of Social Skill: Asking for Help

Grade Level:

Social Skill Steps:

Asking for Help

1. Ask yourself: “Do I really need help or can I do this alone?”
2. If you need help: Raise your hand; Mouth closed.
3. Wait until you are called on.
4. Ask specifically for what you need using a nice/calm voice.

Notes/Reminders about the Students You are Teaching:

Step 1: Introduction and Orientation to Social Skills/Reasons for Teaching Social Skills; Teaching/Reviewing the Five Stop & Think Universal Steps

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Step 3: Introducing the New Stop & Think Social Skill

A. Introduce/Contextualize the skill, why it is important, when it should be used, what happens when students do/do not demonstrate the skill.

Step 3: Introducing the New Stop & Think Social Skill

B. Generate/Discuss classroom or school situations when the skill is needed or used, and what happens when students make “Good or Bad Choices.” [These situations can be used as Role Plays]

Step 3: Introducing the New Stop & Think Social Skill

C. Teach, chorally practice, and help students memorize the skill steps and the associated behaviors needed to execute the different skill steps.

D. Discuss/Teach/Model the “internal” decision-making/ social problem-solving processes needed for relevant choices within the skill script.

Step 4: Practicing the Skill Script/Steps within the Five Stop & Think Universal Steps

Step 5: Describe How You Will Set up the Modeling of the new Stop & Think Social Skill. What Modeling scenario will you use?

Step 6a: Describe How You Will Set up the Roleplays for the new Stop & Think Social Skill. What Roleplay scenarios will you use? What students?

Roleplay 1:

Roleplay 2:

Step 6b: How will you integrate Performance Feedback into the Stop & Think Social Skill roleplays?

Within-Scene Feedback:

Post-Role Play Debriefing Feedback:

Step 7: How will you summarize the Stop & Think Social Skill lesson and facilitate the transfer of the training?

Stop & Think Social Skills **Lesson Plan**

Name of Social Skill: Ignoring Distractions

Grade Level:

Social Skill Steps:

Ignoring Distractions

1. Take deep breaths and count to 5.
2. Look away from the person (Do "the pivot".)
3. Close your ears (and Focus on your work).
4. Hold your position; Do not respond or say anything to the person.

Notes/Reminders about the Students You are Teaching:

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