A Stop & Think Social Skills Demonstration Lesson:

Grade 1— The Positions for Listening, Raising Your Hand, and Ignoring Distractions

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Session IX

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Session Overview

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of Grade 1 Social Skills Lesson on Listening, Raising Your Hand, Ignoring Distractions
- Grade 1 Demonstration Social Skills Lesson
- Debrief and Summary

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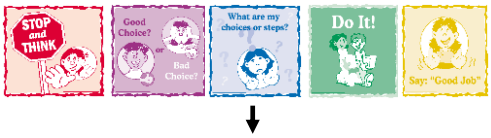

Listening

1. Eyes forward
2. Hands quiet
3. Ears open
4. Mouth closed

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Answering a Question

1. Hand up
2. Mouth closed
3. Wait to be called on
4. Answer the question

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Getting in the Turtle Position

1. Head down
2. Arms on your desk
3. Focus on your work
4. Hold your position

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Pre-Briefing the Stop & Think Social Skills Demonstration Lesson

NOTE

- Would Never Do Three Skill Trainings (and Introduce the Stop & Think Language) in the Same Session
- Use Stop & Think Music CD Strategically
- Room/Group Organization is Essential
- One- or Two-Step Directions Given to the Students at a Time
- Use Choral Repetition and Physical Movement Liberally
- Use Developmentally-Appropriate Vocabulary/Language
- Would Need Multiple Instruction Sessions for Students to Master the Skill (Teach-Apply-Infuse)

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Reviewing the Teaching Steps in a "New Skill" Stop & Think Social Skills Lesson

[Details in Session VII]

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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**

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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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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

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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 and scene and a student/teacher is not available, select a student with similar physical (or "reminds me of") characteristics.

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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.

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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.

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

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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 Stop & Think Social Skills Lesson Plan

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

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

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

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STEP FIVE: Modeling of the Social Skill by the Teacher

STEP SIX: Student Social Skills Role Plays with Performance Feedback

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STEP SEVEN: Summary/Transfer of Training

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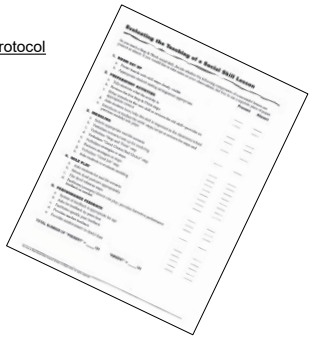
Activity: Watching and Tracking the Stop & Think Demonstration Lesson

Teaching Evaluation Protocol



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STEP SEVEN: Summary/Transfer of Training

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"Behind the Scenes" of the Social Skills Demonstration Lesson

- Some Students had received some Stop & Think Skills instruction from their teachers; Others not so much. . . .
- Most of the Students did not know and had never worked with me. . . .
- Teachers were in the room during training, with (obviously) a video camera present for taping. . . .
- The Goal of the Lesson was more to train the Teachers than the Students. . . .
- Given this Goal, while the Lesson Blueprint was followed, it was adapted as needed to accomplish the Training Goals. . . .

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Watch the Tape of the Stop & Think Demonstration Lesson While You Fill Out the Social Skill Lesson Evaluation Protocol

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Debriefing the Social Skills Demonstration Lesson

- Review and Complete the Evaluation Tool
- What did you observe during the Lesson that you liked?
- What you would do differently with your students to teach this skill?
- What you would add to this lesson that you did not see?
- What roleplays would work best with your group of students?
- Thanks for watching !!!

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Please Stop the Tape and Take Some Time to Write Down Your Thoughts about What You Observed

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Evaluating the Teaching of a Social Skill Lesson

As you teach a Stop & Think social skill, decide whether the following components of a successful lesson are present or absent. If you would like to take notes on your observations, feel free to use a separate piece of paper.

	Present	Absent
1. ROOM SET UP		
a. Poster boards with skill steps clearly visible	____	____
b. Appropriate student seating arrangement appropriate	____	____
2. PREPARATORY ACTIVITIES		
a. Tells students what the activity is	____	____
b. Reviews the five Stop & Think steps	____	____
c. Either introduces the new skill or reviews the old skill—provides an appropriate context	____	____
d. Asks students how/why this skill is important in the classroom/school		
e. Introduces or teaches the skills' steps/script or reviews the steps and previous models/role plays	____	____
3. MODELING		
a. Selects appropriate real-life scenario	____	____
b. Verbalizes scenario/sets up for modeling	____	____
c. Verbalizes "Stop and Think" step	____	____
d. Verbalizes "Good Choice/Bad Choice" step	____	____
e. Verbalizes strategies or steps	____	____
f. Performs strategies or steps	____	____
g. Verbalizes "Good Job" step	____	____
h. Asks students to evaluate modeling	____	____
4. ROLE PLAY		
a. Asks students for real-life scenario	____	____
b. Selects dyad partners appropriately	____	____
c. Has dyad rehearse steps	____	____
d. Facilitates/prompts/directs role play; provides formative performance feedback as needed	____	____
5. PERFORMANCE FEEDBACK		
a. System of feedback is appropriate for age	____	____
b. Asks for feedback by peers first	____	____
c. Facilitates specific peer feedback	____	____
d. Provides teacher feedback	____	____
e. Provides reinforcement to dyad/class	____	____

TOTAL NUMBER OF "PRESENT" = ____/24 "ABSENT" = ____/24

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