

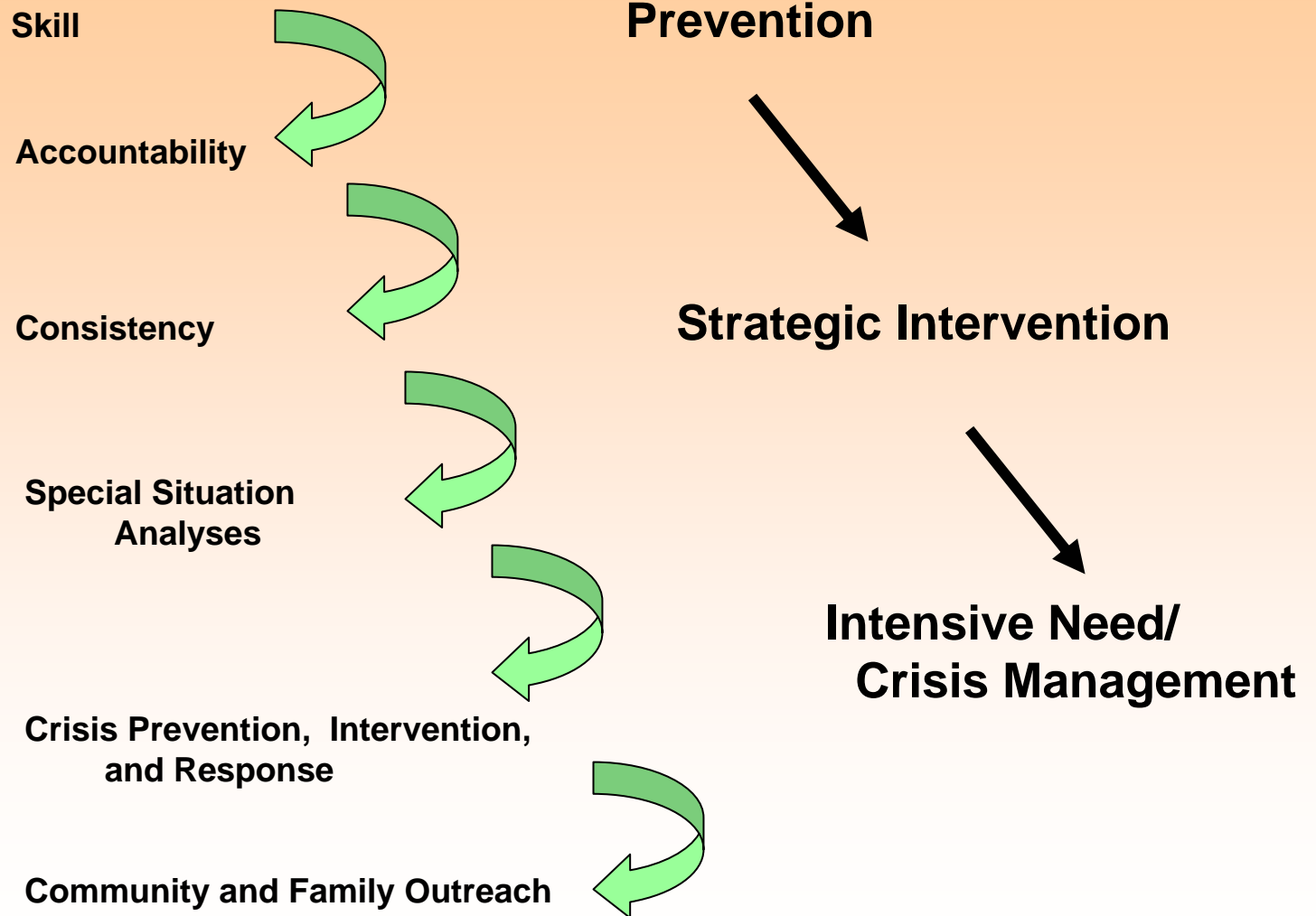


***Developing and Implementing  
Positive Behavioral Self-Management  
Systems***

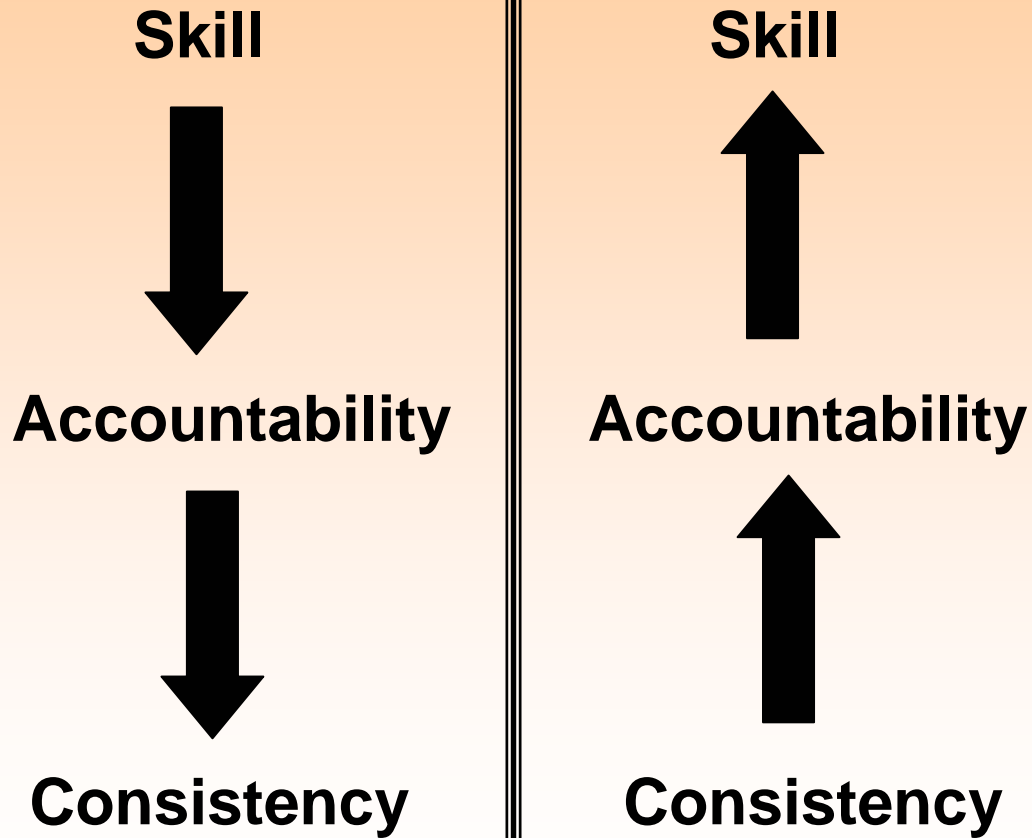
**Understanding the Stop & Think Language:  
The Importance of “Skills and Scripts”**

**Dr. Howard M. Knoff  
Director, Project ACHIEVE  
Director, Arkansas State Improvement Grant  
Arkansas Department of Education**

# Project ACHIEVE's Discipline, Behavior Management, and Safe Schools Component



*Necessary Components of an Effective School  
Discipline/Behavior Management Program*





## *Necessary Components of an Effective School Discipline/Behavior Management Program*

### Skills:

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

(Driving; Olympic athletes; Sports Teams; Orchestras)

Most emotional reactions (behaviors) are Classically Conditioned (Pavlov)—

Thus, Social Skills instruction (the Stop & Think process) needs to use a universal language that classically conditions behavior

# THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE





# ADAPTING 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!!!

# WHY THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE WORKS



Impulse Control/Self-Control/Self-Management



Accountability: Incentives and Consequences



Cognitive-Behavioral Scripting and Preparation



Guided Behavioral Implementation



Positive Self-Reinforcement

**You May Want to Stop the DVD Here  
to Discuss the Content in the  
Previous Section**



**“Building Strong Schools  
to Strengthen Student Outcomes”**



# Preschool to Early Elementary School Stop & Think Social Skills

At the preschool to Grade 1 level, the ten core skills are:

Listening  
Following Directions  
Using Nice Talk  
Asking for Help  
Waiting for Your Turn

Waiting for an Adult's Attention-  
How to Interrupt  
Ignoring  
Dealing with Teasing  
Dealing with Losing  
Dealing with Consequences

The ten advanced skills are:

Ignoring Distractions  
Rewarding Yourself  
Sharing  
Deciding What to Do  
Asking for Permission

Joining an Activity  
Using Brave Talk  
Dealing with Being Left Out  
Dealing with Anger  
Apologizing



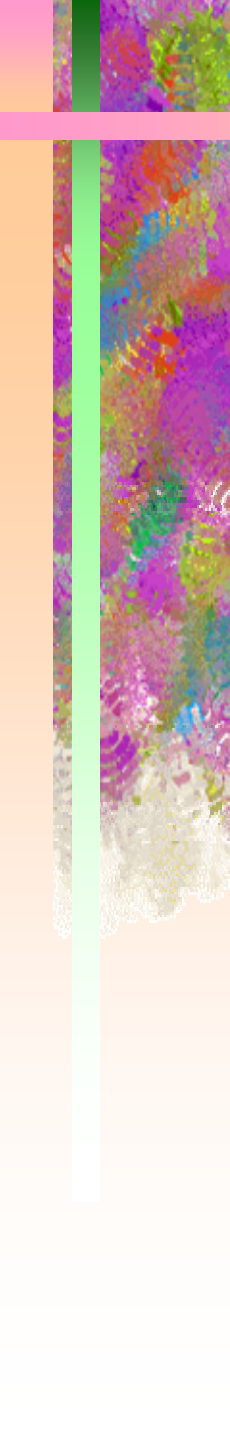
# Early to Middle Elementary School Stop & Think Social Skills

At the Grade 2 to Grade 3 level, the ten core skills are:

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	

The ten advanced skills are:

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



# Middle to Late Elementary School Stop & Think Social Skills

At the Grade 4 to Grade 5 level, the ten core skills are:

Listening  
Following Directions  
Asking for Help  
Ignoring (Distractions)  
Dealing with Teasing

Apologizing  
Dealing with Consequences  
Dealing with Anger  
Dealing with Being Rejected or Left Out  
Walking Away from a Fight

The ten advanced skills are:

Setting a Goal  
Evaluating Yourself  
Responding to Failure  
Beginning/Ending a Conversation  
Giving/Accepting a Compliment

Understanding Your/Others' Feelings  
Dealing with Accusations  
Dealing with Fear  
Dealing with Peer Pressure  
Dealing with Another Person's Anger



# Middle School/Early Adolescent Stop & Think Social Skills

At the Middle School/Early Adolescent level, the ten core skills are:

Listening/Following Directions	Dealing with Consequences
Asking for Help	Understanding Your/Others' Feelings
Ignoring (Distractions)	Dealing with Anger/ Walking Away
Dealing with Teasing, Being Rejected, or Left Out	from a Fight
Apologizing	Dealing with Peer Pressure
	Dealing with Accusations

The ten advanced skills are:

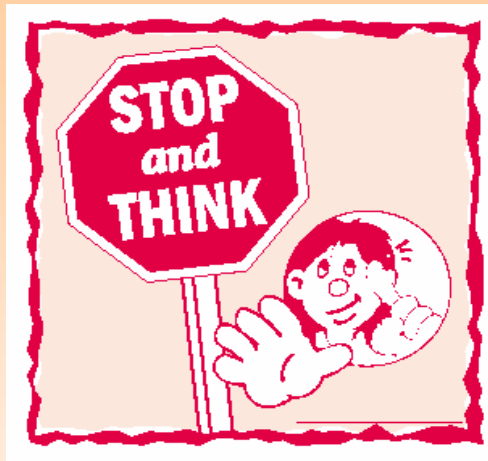
Setting a Goal	Standing Up for your Rights
Evaluating Yourself	Responding to Failure
Beginning/Ending a Conversation	Avoiding Trouble
Giving/Accepting a Compliment	Dealing with Fear
Being a Good Leader	Dealing with Another Person's Anger

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**“Building Strong Schools  
to Strengthen Student Outcomes”**

# THE STOP & THINK SOCIAL SKILLS UNIVERSAL PROBLEM SOLVING STEPS



# Sample Social Skill Scripts

## Listening:

(For Younger Students)

1. Eyes-- Look at the person who is talking.
2. Hands and Feet—Get into the "Listening Position."
3. Mouth— Quiet and closed.
4. Ears— Open and ready.

Prompt: "Show me listening."



# Sample Social Skill Scripts

## Asking for Help:

1. Ask yourself: "Do I really need help or can I do this alone?"
2. Raise your hand, mouth quiet.
3. Look at the person and signal them to get their attention.
4. Wait until you are recognized.
5. Say, "I need help," in a nice or quiet voice and tell them specifically what you need help with.



# Sample Social Skill Scripts

## Ignoring Distractions:

1. Take a deep breath and Look away from the person or distraction (Do “the Pivot”).
2. Close your ears (and Focus on your work).
3. Hold your position (Do not respond or say anything to the person).



# Teaching Social Skills: The Importance of “Skills & Script”

- “Stop & Think”
- “I’m going to make a Good Choice!”
- “What are my Choices or Steps?”

THE SKILL BOX: GO TO SKILL SCRIPT

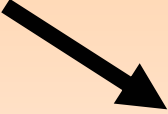


- “Now, I’m ready to ‘Just do it!’”
- “Great! I did a Great Job!”

# Sample Social Skill Scripts

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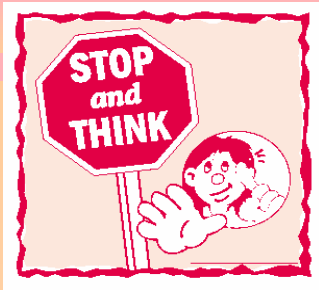
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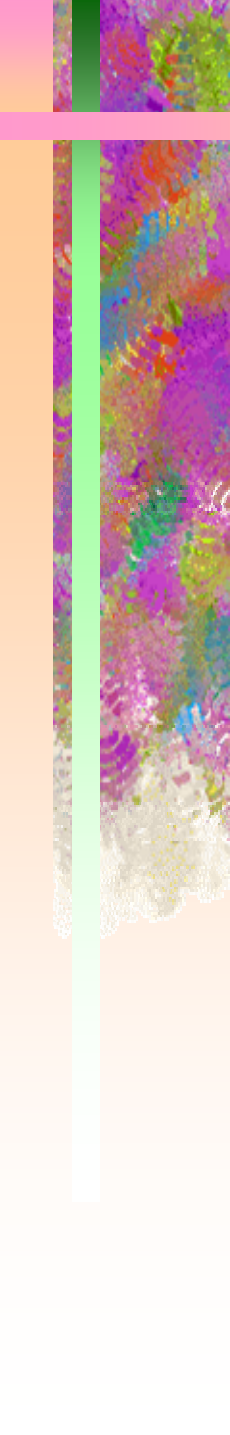
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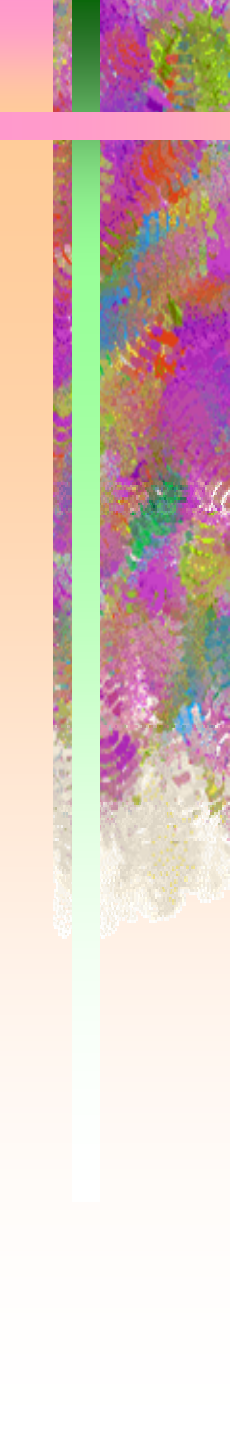
**“Building Strong Schools  
to Strengthen Student Outcomes”**



# Procedures for Transferring a Social Skills Script from Teacher to Student:

## Steps Toward Student Self-Monitoring

- Step 1: Teacher verbalizes the social skills steps and prompts the students to repeat the steps out loud
- Step 2: Teacher verbalizes the social skills steps and prompts the students to repeat the steps in a whisper voice (subvocalizing)
- Step 3: Teacher cues the social skills steps (with a physical, visual, or verbal cue) and prompts the students to repeat the steps out loud
- Step 4: Teacher cues the social skills steps (with a physical, visual, or verbal cue) and prompts the students to repeat the steps in a whisper voice (subvocalizing)



# Procedures for Transferring a Social Skills Script from Teacher to Student:

## Steps Toward Student Self-Monitoring (Continued)

- Step 5: Students cue themselves and verbalize the social skills steps out loud
- Step 6: Students cue themselves and verbalize the social skills steps in a whisper voice (subvocalizing)
- Step 7: Students cue themselves and verbalize the social skills steps inside their heads
- Step 8: Social skill is done automatically at a mastery level



# Skills Taught Using the Stop & Think Social Skill Process

- Classroom/Building Routines
- Social Skills
- Academic Support Skills
- Academic Skills



# Stop & Think Training and Practice

Integrating Stop & Think Skills into Effective Instruction

Training Teachers in Using the Stop & Think Language– In the Classroom and “On-the-Fly”

Training Teachers in Conducting Social Skill Lessons

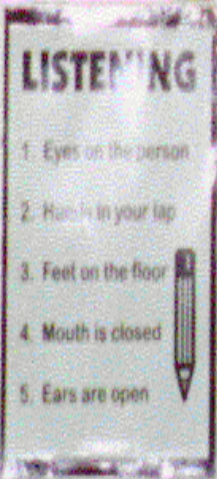
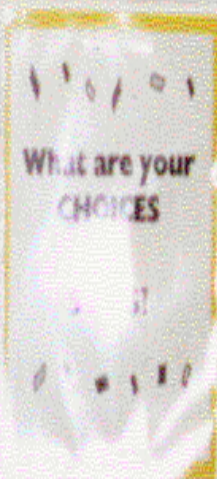
Training Teachers in Conducting Social Skill Application Sessions

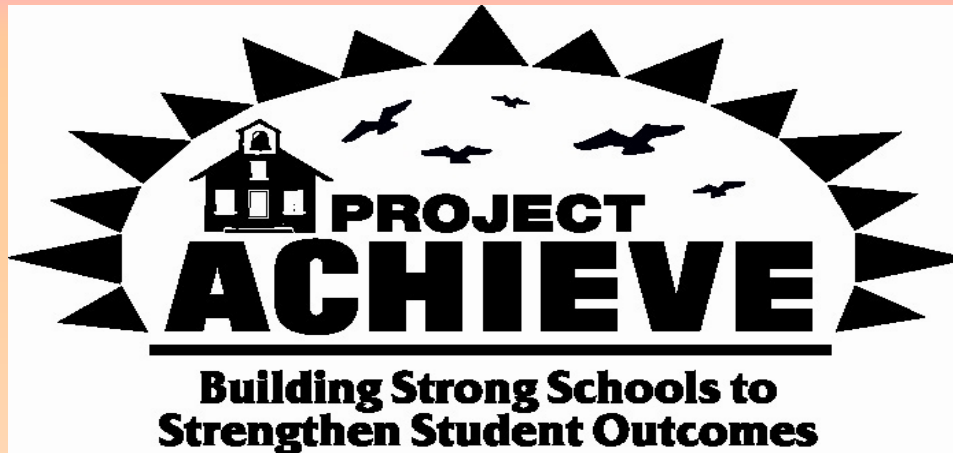
Training Support Staff in Using the Stop & Think Language– In their Settings and “On-the-Fly”



Be:

- Positive
- Prepared
- Respectful
- Attentive
- Safe
- Smart
- Successful





## **Structuring Schools for Success:**

**Establishing Building-Wide Positive Behavioral Support Systems  
and Prevention/Intervention Teams to Meet the Needs of All Students**

*The DVD Series Guidebook*

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