



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

**Teaching the Stop & Think Social Skills:
The Social Skill Lesson**

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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



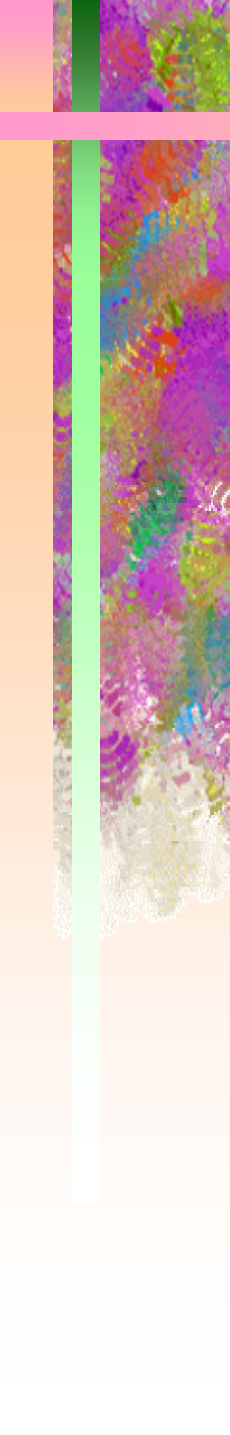
Early to Middle Elementary School Stop & Think Social Skills

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:

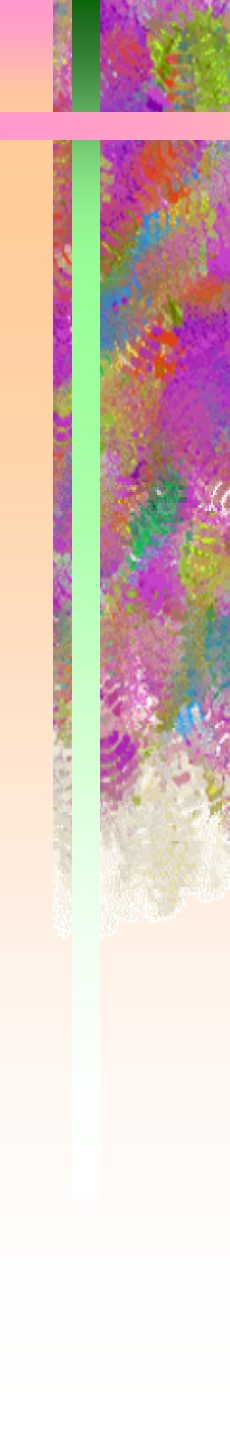
Listening
Following Directions
Asking for Help
Ignoring (Distractions)
Dealing with Teasing

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

The Stop & Think Social Skills Calendar

Date of Skills to be

Social Skill and Skill Steps

Implementation

Reinforced

Classroom Introduction to the Stop & Think Process

Skill 1: Listening

1. Turn your body and Look at the person who is talking
2. Think about what is being said.
(Focus)
3. Ask a question if needed.
4. Say what you want (need) to say.

Roleplays to Teach this Skill

Application Activities

Infusion Activities

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



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

Questions Relevant to Social Skills Training

**** WHERE SHOULD SOCIAL SKILLS BE TAUGHT ?**

**** WHY ARE CLASSROOM TEACHERS THE BEST TRAINED PROFESSIONALS AVAILABLE TO TEACH SOCIAL SKILLS?**



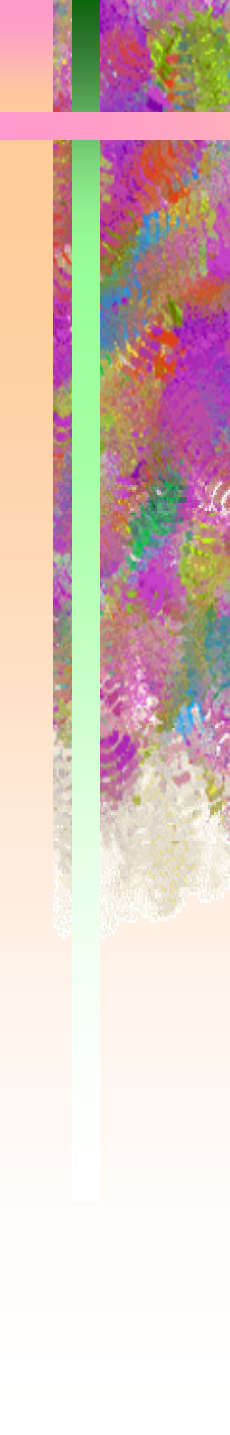
Questions Relevant to Social Skills Training

** WHAT IS THE ROLE OF SUPPORT SPECIALISTS ?

** WHY SHOULD “REAL LIFE” SITUATIONS?

** WHY IS DAILY PRACTICE IMPORTANT?





Introductory Stop & Think Social Skills Lesson for Students (Day 1)

STEP ONE: General Reminder and Discussion of
"What Are Social Skills?"

STEP TWO: Discussion of Why Social Skills are Advantageous
Discussion of "Good" and "Bad" Choices

STEP THREE: Discussion of Positive Social Skills to Work on

STEP FOUR: Overview of the Social Skills Teaching Process

STEP FIVE: Introduction and Practice of the Stop & Think
Universal Language

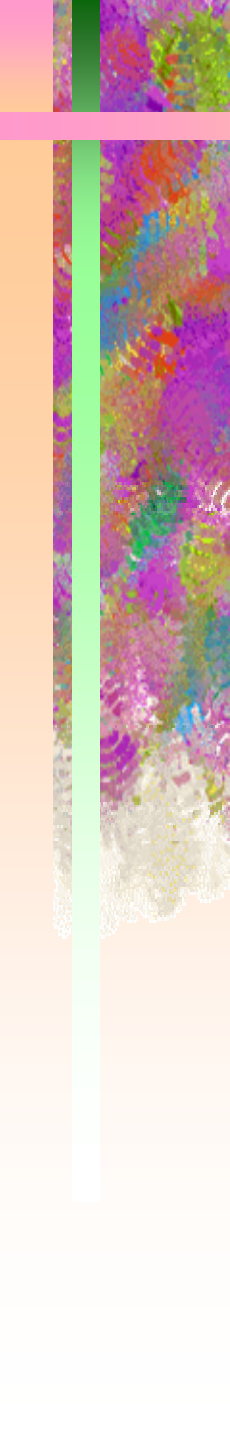
Two-Week Social Skills Teaching Schedule For Each New Social Skill

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

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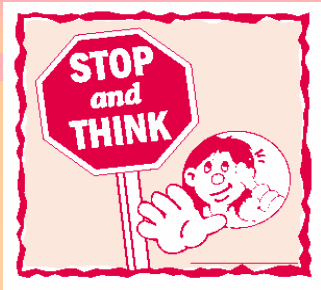
**“Building Strong Schools
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What are the Processes Relevant to Effective Stop & Think Social Skills Training

**** We need a Universal language
that helps to condition behavior.**

**** We need a Universal teaching process
that results in student learning, mastery,
and self-management.**



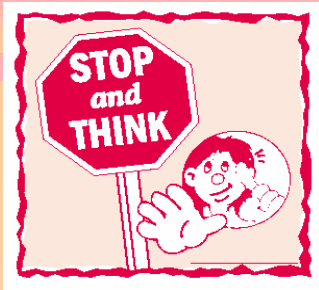
Following Directions:

1. Listen to the direction– (Get into the Listening position).
2. 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
3. Repeat. . . the Direction out loud or to yourself.
4. Get ready . . .to Follow the Direction. . . and . . .

The Teaching Process:

Academic vs. Social Skills

- | | | |
|---------------|---|------------------------|
| • Teach | → | • Teach |
| • Demonstrate | → | • Model |
| • Practice | → | • Role Play |
| • Monitor | → | • Performance Feedback |
| • Apply | → | • Transfer of Training |



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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The Prototype Lesson When Introducing a New Social Skill to a Classroom

***STEP ONE: General Reminder of "What Are Social Skills?" or General Introduction/Orientation to the Social Skills Lesson**

(This should be brief and should focus on introducing or re-orienting students to the social skills lesson, process, and rules of instruction as needed/desired)

***STEP TWO: Brief Reminder of Why Social Skills are More Advantageous to the Student Than the Absence of Social Skills**

*** Discontinue after first three or four social skills; Start at Step 3**

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The Prototype Lesson When Introducing a New Social Skill to a Classroom

STEP THREE: Introduce and Teach the “Skill Script” of the Social Skill being Taught

This introduction should include:

- (a) The development of a context for the skill-- that is, why it is important, what happens if a student does or does not demonstrate the skill, when the skill should be demonstrated;
- (b) A discussion for what steps or choices should comprise the skill;
- (c) The generation of some classroom or school-based situations when the skill might be needed or used; and
- (d) The teaching— with choral and verbal practice—of the “skill script.”



The Prototype Lesson When Introducing a New Social Skill to a Classroom

STEP FOUR: Review Of The Social Skills Teaching Steps with the Steps or Choices for the Social Skill Being Taught Integrated Into Step 3

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 Prototype Lesson When Introducing a New Social Skill to a Classroom

STEP FIVE: Modeling (by the Teacher) of the New Social Skill

(Minimally, the teacher will do one modeling demonstration and have the students do at least two roleplays during the first day of teaching a new social skill. Additional roleplays can be done during the social skills lesson time during the remainder of the week).



MAJOR COMPONENTS OF SOCIAL SKILLS TRAINING

Remember: Teaching a social skill is identical to teaching a math or reading skill.

MODELING The teacher models (demonstrates) for the students how to use the pro-social “Skill and Script”-- verbalizing the “Stop & Think” script, while demonstrating the problem solving process and the appropriate behavior.

Note: The teacher needs to say the entire social skill script while demonstrating the appropriate behavior.

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MAJOR COMPONENTS OF SOCIAL SKILLS TRAINING

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

ROLE PLAY: The teacher will select two students to role play the same or similar scenario as the teacher modeled. The role play always uses appropriate alternatives.

- Note:**
- ** Role play is voluntary.**
 - ** Always try to use actual students who were involved in a problem if you are re-creating that problem.**
 - ** When re-creating a scenario and one of the students is not available, then select a student with similar physical characteristics.**

MAJOR COMPONENTS OF SOCIAL SKILLS TRAINING

PERFORMANCE FEEDBACK: This is an opportunity to give feedback to students for using a social skill's correct "skill and script" during roleplays and/or for using good problem solving and for selecting appropriate "choices" during roleplays.

Two Types of Performance Feedback:

- 1. "Formative" Feedback:** Occurs during a roleplay (as when practicing a scene for a drama/play)
- 2. "Summative" Feedback:** After the roleplay is over; to "debrief" the roleplay and provide additional (vicarious) "skill and script" practice

Note: Following role play or the re-creation of and actual behavior problem, be sure that the feedback comes from the peers first. Have the peers look directly at the student when they give positive feedback. Adult feedback should follow peer feedback.

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MAJOR COMPONENTS OF SOCIAL SKILLS TRAINING

STEP SEVEN: Summary, Transfer of Training, and Integration of the New Skill into the Existing Classroom Incentive System

TRANSFER OF TRAINING: This component is critical. Transferring the new social skills to another setting (another class period, PE, Art/Music, Hallways, etc.) involves:

- 1. Having a reinforcement system in the classroom that recognizes when students are making a "Good Choice" and rewards them for it.**
- 2. Having all teachers and staff use the "Stop and Think" prompts when they see students getting into trouble.**
- 3. Having visual reminders (Stop and Think signs) located throughout the school.**
- 4. School-based contests and other forms of recognition to keep the focus on prosocial behavior.**



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”



GENERALIZING SOCIAL SKILLS TRAINING IN THE CLASSROOM

- * Utilize "STOP AND THINK" signs on each wall of the classroom and on student desk tops**
- * Develop a student initiated method of tracking the use of social skills**
- * Use the theme of social skills in art projects, journals, writing exercises, spelling tests, etc.**
- * Use the "infusion" method of problem solving. When a problem occurs, use the social skills model to deal with the problem at that point. You do not have to wait until formal social skills groups.**
- * Have students report the use of social skills when returning from such classes as PE, Art, Music, or other content oriented classes as well as lunch or bus. Use the feedback system noted above.**
- * Begin the day by reminding the students about the skills that the class is working on and review the problem solving steps.**



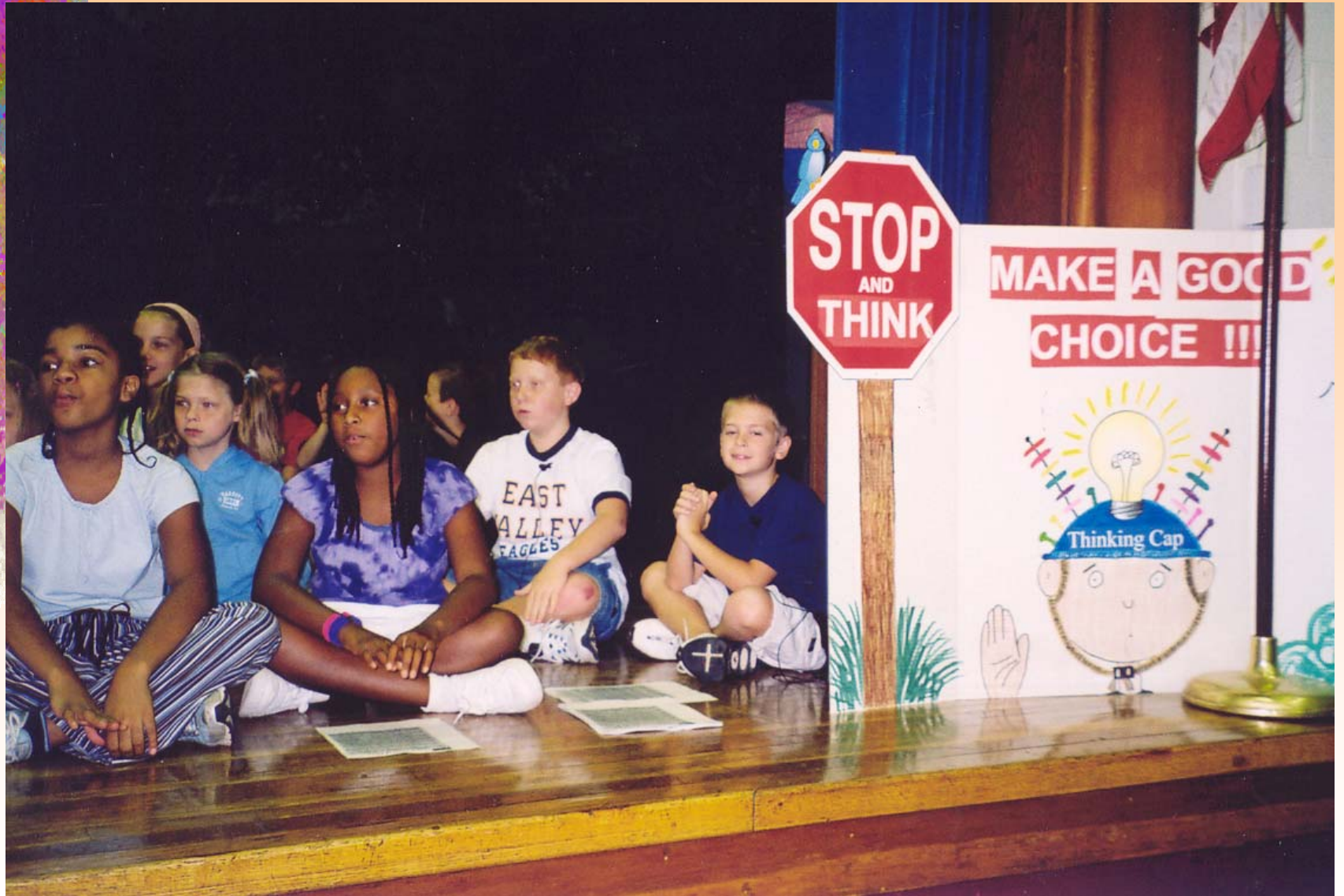
GENERALIZING SOCIAL SKILLS TRAINING IN THE BUILDING

- * Set building themes for the year around the Prosocial Behavior theme.**
- * Place "STOP AND THINK" signs in strategic places such as in the cafeteria, halls, gym, etc.**
- * Have all of the staff reinforce the use of the social skills training, particularly any time that a child informs a staff person that he or she has used social skills.**
- * Reinforce “good choices” relative to good behavior in common areas of the school building**
- * Have classroom competitions for the most frequent use of social skills. Be sure to have a "threshold level" that, if achieved by any class will access rewards. In addition, the class with the greatest use of the skills can receive special recognition. Be sure to compete on a "per capita" basis so larger classes will not automatically win.**



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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